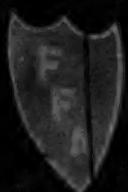


THE

# agricultural education

MAGAZINE



National F.F.A. Band at 1947 Convention, Dr. Henry S. Brumer, conducting.

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# The Agricultural Education Magazine

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## Editorial Comment

### Twenty years of F.F.A. progress herald new achievements ahead



A. W. Tenney

WHEN fifteen to twenty thousand Future Farmers of America members attend the Twentieth Anniversary Celebration in Kansas City this month it will undoubtedly be the largest meeting of farm boys ever held in this or any other country.

The F.F.A. has developed into a great national organization, with high objectives and an excellent record of accomplishment. Many vocational agriculture leaders and others at the convention will have seen the tremendous growth and accomplishment of F.F.A. from its beginning in 1928 to the present.

The natural question is: "Where do we go from here?"

There is only one way to go—forward! Those of us who work with these farm boys, and the boys themselves, must realize that there are no neutral or reverse gears in F.F.A. We must look at the accomplishments after twenty years as a good beginning, and a foundation for more advancement.

What can we see in the future? Here are a few obvious indications of what we may expect.

**Membership**—The year 1948 saw F.F.A. with a new record in national membership, 260,300 farm boys. Still, reports indicate that more new departments of vocational agriculture are being opened as fast as qualified teachers become available, and each year a greater percentage of vocational students in agriculture are becoming members of F.F.A. We can confidently expect continued increase in F.F.A. membership. A national total of 300,000 members by 1952 is not over-optimistic.

**Activity**—Early vocational agriculture clubs are organized largely for recreational purposes. As the clubs became better established their programs were expanded to include educational activities. Today the F.F.A. adviser has but to look about at the accomplishments of other chapters to find a long list of activities his boys may engage in to further their program of vocational agriculture. A rapidly changing agriculture has brought many new developments in farming techniques, and F.F.A. chapters are coming to the front as a force to bring these new techniques into the local community. The different types of F.F.A. chapter activities that have been undertaken would number into the thousands. The unexplored possibilities that lie ahead are countless.

**Recognition**—The early leaders of F.F.A. know of the great struggle they had to get any sort of recognition for the organization and its members. But despite the handicap of working without the assistance of trained public relations workers and publicity writers, F.F.A. had the one thing that means more than anything else in public relations; that is, a sound program that was accomplishing something. In addition, teachers of vocational agriculture, supervisors and teacher trainers made many friends through personal contact. Recognition came to F.F.A. slowly, but when it came it was recognition based on sound accomplishment and the result has been a steady gain in public esteem. There is much to indicate that recognition of F.F.A. has the effect of a snowball at the top of a mountain. It's picking up speed and stature with every turn.

**The Record**—Have you noticed lately the ever increasing references to "he was a member of the F.F.A." in stories about successful farmers? The first twenty years of F.F.A. has seen many of the organization's "graduates" becoming successfully established. An eighteen-year-old Future Farmer in 1928 is thirty-eight years old today—about the age when he begins to hit the peak of his accomplishment. Look for the record to play a big part in F.F.A.'s public relations in the years to come.

### Developing one's philosophy of agricultural education

SOME TEACHERS of vocational agriculture have a well balanced philosophy of agricultural education, but there are many who have made little attempt to develop a sound philosophy of their own or to determine how consistent their philosophy really is. One reason for the latter may be that they do not have a clear notion of the meaning of philosophy and think that it should be reserved for the thinker who isolates himself from the world of work. Without our digging into the matter, philosophy may appear to be abstract and beyond our reach of comprehension.

Sometimes science is confused with philosophy. A differentiation may help clear up the confusion. Science has to do with methods, i.e., it counts, classifies, analyzes and records while philosophy is concerned with values, i.e., it interprets, evaluates and directs. Psychology is also sometimes confused with philosophy. Psychology, a science, is concerned with scientific analysis and description of human behavior. Then, science or psychology cannot be divorced from philosophy because interpretation cannot be separated from an end product.

Philosophy of agricultural education may be thought of as the sum total of the various points of view, body of theories, or set of ideas concerning the fundamental purposes, problems, methods, scope, content and evaluation of agricultural education and their relation to the whole of education. Fortunately, there is no one philosophy but there are many. If all the educators in the field of agricultural education had the same philosophy, except perhaps pragmatism, there would be a tendency towards rigid uniformity of our educational practices and procedures.

A function of philosophy of agricultural education is to give meaning to details and to bring consistency into the different accounts of it. Philosophy serves as a frame of reference for the interpretation, evaluation and direction of educational practices of vocational agriculture on the high school, young farmer and adult level. It also serves as a clearing house for a common understanding on the part of administrators, teachers, students, parents and patrons as to the purposes of vocational agriculture. In other words, there should be a common understanding of the relative values of vocational agriculture in order to make satisfactory progress towards reaching the proposed aims.

If a sound philosophy is to serve as a base for the interpretation, evaluation and direction of the educational process how can a teacher's philosophy of agricultural education be revealed? There are several ways of determining indirectly another's philosophy, for example: What one says and does, the way one teaches, the ideas to which one subscribes and the expressions one uses.

We have all heard the expression "he doesn't practice what he teaches." It is true that some teachers paint an excellent verbal picture of what should be done under given situations, but when they find themselves in the same situation they apparently ignore what they have taught. In situations like or similar to the above, perhaps one's actions are

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**Leadership**—More and more attention to F.F.A. leadership is being given in teacher training work, with the result that instructors of vocational agriculture are becoming better qualified to lead their local chapter members into constructive activities. Although our leadership is continually changing at all levels of the organization, we can believe only that it is changing, in an overall sense, for the better.

F.F.A. has come a long way. It has a long way to go. Though we may sometimes feel a false sense of adequacy, this is no time to slacken our efforts. Future Farmers of America must continue—and forward!

—A. W. Tenney, National F.F.A. Executive Secretary

# Trips To F.F.A. Convention

## All aboard for Kansas City!

GEORGE P. COUPER, California Bureau Agricultural Education, San Luis Obispo



George P. Couper

two trips and being in the process of developing a third.

Our experiences and problems may therefore be "old stuff" to supervisors and chapter advisers who have been conducting groups there for the last two decades. It is possible that we have to do some things differently, because it is about 2,200 railroad miles from parts of California to Kansas City, and a number of our boys are actually gone from home ten days, including as much as thirty-six hours just getting to the starting point of the chartered cars. Certainly this is different from the problem of nearby states, where the teacher can load a school bus or chartered bus and be in Kansas City that night or with one stopover.

### First California Trip in 1946

The trip had to be "sold" to the vocational agriculture administration of the state, to teachers and boys. The author has been placed in charge of the National F.F.A. convention publicity bureau a fortnight each year from 1936 through 1941. He was increasingly impressed with the inspiration which could be gained from such a meeting, and with the large groups of boys who attended, especially from Texas, Virginia, Michigan, Pennsylvania and Florida. It was pointed out to the California state staff that these boys must develop leadership and enthusiasm from such an activity, which could not be generated in any other way. It was not until 1946, however, that California ventured forth.

Our first effort was a fairly good "leap," with 117 boys and adults in three chartered Pullman cars. There were many new problems—advantages of using the Pullmans for sleeping accommodations in Kansas City, possibility of side trips, activities to keep the boys busy every hour of the day, supervisory help and expense, and a dozen others.

From this first trip, from the second completed one which included about 70 boys, and one in 1948 for about the same number, we have learned a great deal. Here are some observations:

1. The foundation of success of such a trip is careful local selection and indoctrination of the boys. They should preferably win the trip as an award. To permit any boy who has the \$200 to go, is a mistake.

2. It is necessary to provide supervision at the rate of one adult for every twenty or twenty-five boys. We have used experienced teachers and state staff members. We are shocked to find a few state delegations which apparently turn their boys loose when they arrive at Kansas City and "round them up" only for the return trip. They hurt the name of the F.F.A. and make a problem for the state group which is carefully supervised.

3. It is essential to get deposits from each boy or chapter covering all group expenses, before the tickets are purchased. We think the other expenses should be paid by the boys themselves—it is part of a normal training procedure. Tipping, meals in the diner, meals at Kansas City, entertainment expense and buying souvenirs must be regulated by the boys' own common sense and pocket-book.

4. There are parts of the convention which every boy should attend. There are other parts challenging only to the two official delegates. California has planned trips on this basis, to the Santa Fe's big shops in Kansas City, Kansas, to the Ford assembly plant, the stockyards and exchange building, packing plants, a flour mill, the city hall, and ice-hockey game, the American Royal and other places and activities. Generally busses are chartered from the municipal traction service—the rate is very reasonable. Cost of such trips comes out of the money paid in prior to leaving California.

5. Many boys receive the trip as an award for local service club, a bank, a railroad or farm organization unit. Boys should be encouraged to take notes as they go, and be prepared upon their return to make interesting report to their sponsor, not only on the highlights of the entertainment, but the educational features. They should be checked during the trip as to whether they have official programs, correct pronunciation and spelling of names, and other material to take home with them.

6. It is essential that boys be impressed with the fact that they are "chapter representatives" and not official delegates. This has not always been done—boys went to Kansas City under the illusion that they were actually part of the voting group. This should not be permitted to occur, but the important job that a boy can do is to take back to his community the "feeling" that attending the convention can be a challenging opportunity.

### Conclusions

In conclusion, we believe that the two hundred boys who have made the trip in 1946 and 1947 have gained tremendously from it. Few had been out of the state before, some barely out of home counties, a few had never been on a train, none had slept in Pullman berths. Most of them were proud of California, glad to get home. They had seen other states and other kinds of agriculture, and were more satisfied with the home farm than if they had not made such a trip. Each year, we have gone via one railroad route and returned another, to give boys as wide a geographical experience as possible.

We definitely feel that if the convention is to continue to attract thousands of boys in addition to official delegates, American Farmer candidates and other special groups, the convention program

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Registration scene National F.F.A. Convention, 1947.

## Hints for planning a trip to the National F.F.A. convention

H. W. DEEMS, Assistant State Supervisor, Lincoln, Nebraska

A trip with a group of boys to the National F.F.A. Convention is an educational field trip on a large scale. The preparation of the students and the planning of the trip are essential to a successful educational experience.

Thousands of farm boys from the rolling hills and level prairies of Nebraska have attended this great national affair. Most of them have returned to their local chapters with a greater enthusiasm for their organization and with a feeling that not all high school education is acquired in the classroom.

Most instructors believe that 11th and 12th grade boys, with a keen interest in the F.F.A., should be the ones selected to make the trip. If just five or six boys are to go, they should, as a rule, be the local chapter officers. The local chapter may contribute to the expense or some service clubs or other organization may want to pay part of each boy's expenses.

The trip must be planned several months in advance and should have the approval and the "blessings" of the school administrator and of the parents.

Sleeping accommodations for the entire group must be secured early. They should all be in one place. It is never wise to try to crowd in an extra person at the last minute. If sleeping on cots, it is important to take the correct number of blankets and the needed towels and toilet articles.

If the group includes just four or five boys and the instructor, a car is perhaps the cheapest and most convenient method of traveling. If the group includes twenty-five or more, a chartered bus is very satisfactory and economical. Many times two neighboring chapters can go together and charter a large bus. There should be an adult sponsor for every ten boys. Other educational workers, fathers, and preachers make good helpers on a big trip. Groups traveling long distances and odd sized groups often prefer to go by train.

### Trips To Be Educational

The important thing about traveling to the convention is to make it educational and not just a trip through the country. In Nebraska interesting stops include the College of Agriculture, the State Capitol, Boys Town, Arbor Lodge, and numerous purebred livestock farms.

Before starting on the trip, the group should be thoroughly instructed on what to wear, how to act, what and when to eat, and the importance of securing adequate sleep. The F.F.A. convention program should be discussed. They should decide upon the sessions that all plan to attend. The group might decide to take some side trips in Kansas City. Places of interest include the Stockyards, the Packing Plant, the Grain Exchange, the Light and Power Building, the Airport, auto assembly plants, Consumers Co-op Association, and a tour of the city. Attending picture and other types of shows should be dis-

cussed. It should be pointed out that they can see the same movies in their own community. A few shows should be permitted, but not many. A few years ago a Nebraska lad was boasting on the way home that he had seen seventeen different shows. On being questioned, it was discovered that he knew nothing about what had happened at the convention. It was not difficult to guess the kind of a report that the member gave to his local chapter.

The boys should be instructed on how to meet and get acquainted with other delegates and visitors. One of the educational features of the convention is chatting with boys from other states and other countries.

After arriving in Kansas City, go directly to the hotel rooms or register for cot assignment. Have each boy clean up and dress up, then go to the convention headquarters at the Municipal Auditorium. If the registration booth is open, register at once. Spend a little time walking around in order to get the group acquainted and oriented with the auditorium and downtown Kansas City. Select a clean, medium priced restaurant for the first meal. The Forum Cafeteria is always a safe place to go. It is not necessary to stay together in one group. It is, however, advisable always to go in pairs or in larger groups. A short group conference should be held the first evening just before retiring. Happenings of the day should be discussed. Plans for the next day should be outlined. The convention program for the next day should be studied. Meeting places should be designated. Insist that every one be there at the appointed time. Have a definite "turn in" hour at night. Boys should have at least seven hours sleep each night. Nothing is worse than

having a group of boys too tired to appreciate the things they see and hear.

One or more members of the group should be appointed as the official photographer. A dozen or more good pictures should be secured. If the delegation is large it might be advisable to have a commercial photographer to take one large picture of the group in front of the auditorium.

When attending the convention, it is usually advisable to stay for the entire session. Boys who stay for just a half hour get very little from the meeting.

Each boy should carry with him a small note book and pencil. Outstanding events should be jotted down. It is well to check each group of boys each evening. See that they take a shower or bath each day. See that they are following the schedule outlined. If a boy has a temperature or a cold, have the official F.F.A. nurse check him. Warn them against slot machines and "slickers." Let them ask questions and comment on the day's activities. If the schedule outlined for the following day needs changing, feel free to do it. Make every hour of the day a valuable one, but don't try to give the group more than they can take.

The trip home is generally a quiet one. The boys are tired and as a rule, like to take it easy. However, one or two educational stops should be made, if possible.

### Reports On Trips

After arriving home, members should prepare and give a good report of the convention to the local chapter and to the school. The local paper should be given an interesting, well written news report of the trip. Some editors might use a good picture of the group. Pictures of the trip should be placed on the class room bulletin board. Clippings from Kansas City papers should also be used.

The group that made the trip should have one more final meeting. The en-

(Continued on Page 103)



Nebraska F.F.A. members line up for room assignments before attending convention.

## Methods and Materials

W. A. SMITH

# The place of the source unit in instructional planning for vocational agriculture

GEORGE P. DEYOE, Teacher Education, University of Illinois



**George P. Deyoe**

**A**LERT teachers of vocational agriculture recognize the importance of planning course materials which are adapted to the community and to the students. *Reduced to its simplest terms, effective course planning consists of anticipating the needs and interests of the students to be taught, and planning in advance an instructional program in keeping with these conditions.* These needs and interests are closely related to the farming and farm living in a community.

### Determining the Objectives and Broad Outlines of the Course

A teacher of vocational agriculture should start course planning for his situation by securing and analyzing information which reveals such features as the general type or pattern of farming in the community, the enterprise found most frequently, the approximate levels of efficiency in these enterprises, and general conditions and problems related to farming and farm life in the community and elsewhere. In analyzing these conditions to determine needs, in developing broad objectives appropriate for the community, and other phases of instructional planning, alert teachers seek the advice of other persons. With increasing frequency, local advisory councils are being used.

After securing and analyzing information of the types indicated, the teacher is able to determine the enterprise and other phases of farming and farm living which should be represented in the broad programs of supervised farming for the persons under his instruction. If course materials are to be formulated in advance, which will contribute to a process of "learning by doing," it is important to predict as accurately as possible what the programs of supervised farming and related activities will be like.

Once the above steps have been taken, the teacher should break down into major jobs or teaching units the important enterprises and other phases of farming which will be represented in these programs. For example, the typical livestock enterprise which will be represented in students' programs of supervised farming can be broken down into such units as, (1) selecting foundation animals, (2) feeding, (3) keeping and

While this article by Dr. Deyoe was not prepared as a part of the current series in Lesson Planning, it directs attention quite effectively to the necessity and manner of planning for teaching and is used in the series for that reason. That part of the article beginning with the topic—"Intensive Planning and the Use of Source Units" is particularly appropriate in pointing up the series of contributions which concludes with this number of the Magazine.

—W. A. Smith

using records, (4) providing housing and equipment, (5) controlling diseases and parasites, (6) providing proper care, (7) breeding and improving, and (8) marketing. Each crop enterprise will include such units as, (1) securing seed, (2) preparing the seed bed, (3) fertilizing, (4) planting, (5) cultivating, (6) controlling insect pests and diseases, (7) harvesting and storing, (8) marketing, and (9) keeping and using records.

By analyzing other important phases of farming which should be tied into the supervised farming programs, additional units will be determined, such as controlling erosion, planning a rotation, adjusting and maintaining various kinds of machinery, planning and constructing small buildings, establishing and improving a lawn, renting land, improving safety conditions, and many others. These units should then be allocated by years and by months within each year to best contribute to the development of the programs of supervised farming and related activities.

### Intensive Planning and the Use of Source Units

Once the broad outlines of a course have been formulated as indicated above, it is desirable to do some intensive planning for the jobs or units for each year. These plans should be of a type that will permit flexibility in meeting the needs and interests of the particular students who later enroll in the classes. With advanced planning of a flexible type, the teacher is in a position to carry on the most effective teacher-student planning when the classes get underway.

For intensive planning of the kind indicated, the *source unit* (or "resource unit" as it is sometimes called) has many possibilities. The source unit has

been used for several years by some teachers in other fields. As usually interpreted, it is simply a collection of ideas for teaching a major division or unit of a course from which the teacher can draw in making plans for a particular class. In actual practice, some teachers of vocational agriculture who have accumulated and classified materials for teaching have been developing source units of a sort without realizing it. However, these teachers and others can benefit by additional suggestions for developing and using source units in vocational agriculture.

For the past few years, the writer has worked with several groups of teachers in adapting the source unit to instructional planning in vocational agriculture. These teachers are finding that this approach to planning in advance has considerable merit as it provides a basis for accumulating specific ideas for teaching jobs or units which can be used in a flexible manner with successive classes. These teachers are also recognizing that small groups of teachers may develop source units cooperatively and thus pool their ideas to mutual advantage.

In developing each source unit, a broad variety of suggestions should be assembled. These will usually include: (1) suggested objectives or goals, (2) approved practices and skills to be developed and applied to the supervised farming programs, (3) anticipated problems and concerns of students, (4) activities and experiences which contribute to learning of the desired types, (5) teaching aids and devices, (6) tests and other devices for evaluating outcomes, (7) references suitable for students, and (8) short-time teaching plans.

Materials for each source unit may be collected and filed in a folder for ready use when that unit or a portion of it is to be taught. A source unit is cumulative in nature, that is, a teacher will add to it from year to year as he makes plans for current use, gains experience, and develops new ideas for teaching these materials. Ordinarily, he should not attempt to use in a given class all of the materials gathered for the source unit or follow the materials rigidly as outlined for the unit. Rather, he should utilize these materials as a rich source of ideas which may be reviewed quickly for developing short-time teaching plans and otherwise preparing himself for cooperative planning with the class at hand. Portions of the same source unit may be useful at different times during the year and in different years of instruction. For example, in a source unit

on *Feeding Swine*, materials may be filed for later use on feeding sows at breeding time, feeding bred sows, feeding the sow and litter, feeding pigs after weaning, and fattening hogs for market.

#### Example of a Source Unit

As a specific example of a source unit, the following materials are presented. In no sense should this unit be considered as "complete" or "finished." As a matter of fact that would be contrary to the concept of source units. Actually, these materials represent the beginning of a source unit to which ideas and plans will be added in successive years. This unit was developed cooperatively by two teachers, as indicated.

#### Source Unit

#### CONTROLLING DISEASES AND PARASITES OF SWINE\*

##### I. Suggested objectives:

1. To develop abilities for preventing disease and parasites of swine.
2. To develop abilities for controlling diseases and parasites when they occur.

##### II. Approved practices to be developed:

1. Treat sow before farrowing for lice (if possible) with DDT or other suitable material.
2. Scrub farrowing pens thoroughly with boiling water and lye.
3. Wash lower parts of sow's body with warm water and soap before sow is placed in farrowing pen.
4. Haul pigs from farrowing pen to clean pasture at age of about two weeks if weather permits (or have sows farrow in clean house on clean pasture.)
5. Leave pigs on pasture until at least four months of age.
6. Prevent anemia in confined pigs by providing clean soil or by applying ferrous sulphate to sow's udder.
7. Vaccinate against cholera at six weeks of age.
8. Use benzene hexachloride, in accordance with reliable directions, to control mange.
9. Worm pigs, if necessary, at 10 to 12 weeks, with sodium fluoride in accordance with reliable directions.

##### III. Typical problems and concerns of students:

1. Why do we lose so many hogs?
2. Why do pigs become unthrifty?
3. What are some diseases and parasites of swine?
4. How many farmers practice swine sanitation?
5. What things will I have to do to have a good sanitation program?
6. Why should I know the life cycle of the roundworm?
7. Should I vaccinate my pigs?
8. How can I treat against erysipelas?
9. Should I worm my hogs?
10. How can I control hog lice?
11. How can I control hog mange?
12. .

##### IV. Suggested kinds of activities and experiences:

\*Adapted from materials developed cooperatively by two Illinois teachers of vocational agriculture, E. L. Bosomworth and J. W. Meridith.

1. Discuss the importance of raising large litters of thrifty pigs, and review causes of losses and unthriftness.
2. Have one or two students in upper classes attend this class to discuss their experiences in raising swine. Visit these or other farms where pigs are raised successfully.
3. Provide training in the essential steps of the swine sanitation program by arranging field trips to help a student or farmer.
4. Apply ferrous sulphate to prevent anemia.
5. Have class assist in vaccinating pigs.
6. Perform autopsy on a pig to find if roundworms are present.
7. Arrange to worm some pigs by the proper use of sodium fluoride.
8. Treat hogs for lice.
9. Treat hogs for mange.
10. .

##### V. Teaching aids and devices:

1. Slide films—Vocational Agriculture Service:
  - a. "Increasing Profits through Practicing Sanitation to Control Roundworms"
  - b. "Controlling External Parasites of Swine"
2. Movies:
  - a. "Pig Projects Make Profit"—Duroc Association
  - b. "Three More Little Pigs Go to Market"—Portland Cement Association
3. Small-scale hog houses and fences to use in exhibits on swine sanitation.
4. Chart—"Life Cycle of Roundworms"—by Interstate Publishing Company

##### VI. References for students.

1. *Common Parasites of Swine*, Cir. 269, University of Illinois
2. *Cheaper and More Profitable Pork Through Swine Sanitation*, Cir. 306, University of Illinois.
3. *Hog Cholera*, U.S.D.A., F.B. 834
4. *Hog Lice and Mange*, U.S.D.A., F.B. 1085
5. *Swine Erysipelas*, Cir. 471, University of Illinois
6. Smith, W. W., *Pork Production*
7. Dykstra, R. R., *Animal Sanitation and Disease Control*
8. Peters and Deyoe, *Raising Livestock*

##### VII. Evaluation:

1. Check on litter weights at 56 days and weights of pigs at 6 months of age.
2. Check on percentage of pigs raised to weaning and market ages.
3. Check on approved practices used by each student.

#### Example of a Short-Time Teaching Plan

The following short-time teaching plan is an example of a plan developed for instruction during a period of a few days for a beginning class in vocational agriculture. It is to be noted that it covers a restricted phase of the broad unit and that it includes ideas secured from the unit. This teaching plan was developed during the school year for a specific class shortly before the teaching took place.

#### Short-Time Teaching Plan on Controlling Roundworms in Swine

##### Objectives:

1. To develop ability to recognize the symptoms of roundworms.
2. To develop ability to prevent roundworms through sanitation.
3. To develop ability to administer treatment when roundworms are present.

##### Typical situation:

Several boys have swine projects. Goals have been set for 56-day litter weight and number of pigs raised per litter. The control of roundworms is an important factor in reaching these goals. Most hogs have roundworms, but few farmers practice sanitation or worming methods.

##### Steps in teaching:

1. Stimulate interest in importance of preventing or controlling roundworms by discussing serious effects.
2. Develop with the class a list of questions and problems, such as the following:
  - a. How much damage do roundworms do?
  - b. How can I tell if roundworms are present?
  - c. What is meant by a sanitation system?
  - d. What would I have to do to have a sanitation system?
  - e. How can we treat hogs for roundworms?
  - f. .
3. Provide supervised study with following references:  
(See references Nos. 1, 2, 7, and 8 in preceding unit.)
4. Hold discussion on the problems listed by the class, and show slide film or movie.
5. Develop list of approved practices (See source unit).
6. Take field trips:
  - a. Field trips to farm of one of class members to scrub farrowing pens and wash sows.
  - b. Field trip to mix sodium fluoride with feed and give treatment to a group of hogs.
  - c. Field trip to check results of worm prevention and control.
7. Have boys develop plans for using sanitation practices in their projects and otherwise use the practices studied.
8. Help F.F.A. members prepare, as a part of the F.F.A. program of work, an exhibit on swine sanitation for store window or patrons' night.
9. Evaluation and follow-up:
  - a. Use pencil-and-paper test to evaluate basic understandings.
  - b. Determine how many students used sanitation system and have them report.
  - c. Determine how many students wormed hogs and results.

#### Hints on trip to convention

(Continued from Page 101)

tire trip should be discussed. Highlights of the trip should be determined. Weak points should be listed. A page of written suggestions should be made for future groups.

A well planned trip to the National F.F.A. Convention is an experience that boys will never forget. It has been known to make good boys, great men.

## Promotional methods course in agricultural education

CARL G. HOWARD, Teacher Education, New Mexico A. & M. College



Carl G. Howard

IT IS QUITE likely that every teacher trainer in agricultural education has been told at some time or other that he is not preparing his majors properly. It is also quite likely that he has agreed with his accuser, and asked wherein he was at fault.

This question can be answered and probably has been answered unhesitatingly. The normal answer has usually taken one of three or four forms: (1) "Your students are not getting enough training in (*something or other*)"; (2) "Men who come from other states are better teachers than our own students"; (3) "That such and such methods course of yours is no good"; (4) "Your methods are not up to date"; (5) "Your course content is not up to date."

Without going into the rights and privileges of the critic to make such statements, or the validity of them, or their truthfulness or applicability, the final result in each case has had to be the same. The teacher trainer has had to review his offering and attempt to find out wherein he might improve it.

Several facts usually emerge from such an analysis: (1) the teacher trainer is trying to do too much for the student and not leaving enough to the supervising teachers; (2) subject matter courses do not offer all of the things needed by teachers of vocational agriculture; (3) the agricultural education curriculum is too tight to get into it many of the things which should be an integral part of it; (4) a cleared term or semester can easily become top-heavy in professional courses, and (5) the abilities of supervising teachers vary so that certain important things cannot be done by them all equally well.

New Mexico felt the urge for course revamping several years ago, although the exact reason has now, to all intents

and purposes, been lost to posterity. There appeared no course in butchering, no course in promotional methods, no course where fitting and showing of livestock had a prominent place, no course where mapping was done, no course where landscaping was taught ordinarily to majors in agricultural education. Realizing that some "catch-all" course might do some of these missing things fairly well, the Montana "Skills" course was studied quite carefully.

### New Course Started

There resulted an agricultural skills course in which the first meeting (4 hours) of the course was used to present an analysis of the skills needed by teachers of vocational agriculture in the state. This had been summarized from a study made by the teacher trainer who secured from the teachers in the field the skills they felt were very much needed and in which most of them were short. In some cases subject matter specialists or department heads were present at this first meeting to see what skills were felt to be needed in each of their departments. Each student was then asked to review his own past experience and education to determine which of the skills needed by teachers was of most significance to him. This listing was superimposed on existing course offerings and the various departments asked to help eliminate major deficiencies by the present class of students. There followed a scheduling of these skill-producing experiences.

Here, again, many things transpired to lower the skill-secur ing value of much which was attempted. Some of these were that (1) subject matter people did not make adequate preparation but just rambled, and actually provided no "skills" training whatever; (2) the administrative set-up of the college prevented certain skilled persons from being used; (3) numbers and expense involved limited repetitive training for anything beyond the appreciation level; (4) many people on the campus who had the ability to do certain things had no time in which to do them, and

(5) no one subject matter specialist can give enough of his time to a single skill to really develop ability even in performing it.

All of these things led to the feeling that a skills course was not really what was needed. The development of the state Future Farmer newsletter or publication, the headaches involved in conducting a state-wide F.F.A. "hour" over the radio, the need for training in fitting and showing livestock, as well as developments in audio-visual education all seemed to point in the direction of a promotional methods course instead of a skills course.

### Elimination of Difficulties

This has resulted in an effort to do only four things which nearly all vocational teachers can use in a promotional way: (1) take pictures and use them, (2) use audio-visual material available, (3) write and present radio programs, and (4) show properly-fitted livestock.

Some might question fitting and showing as a promotional procedure. The answer to that would be that improperly fitted and poorly shown animals are certainly poor promotion for an agricultural department as an educational device.

The picture end of promotion has now developed into hiring a commercial photographer to take up the selection of equipment, composition of pictures, emulsions, and techniques. These he follows by the actual taking of pictures of livestock, farm commodities and people at work, the development of the film and the printing, enlarging, and reducing of the pictures themselves.

The audio-visual education portion has been given over to a study of available material and the pre-viewing of much of it.

The fitting and showing portion of the course has been given over to the livestock herdsman in the animal husbandry department who enjoys fitting and showing livestock. Each trainee is assigned a calf, lamb, and pig of the best type available in the department. He is left to his own devices after being supplied with reference material and referred to the livestock herdsman for expert advice and demonstration.

At the end of some five to six weeks of this, a fitting and showing contest is conducted and ribbons presented to the three high scorers in each class by the animal husbandry department. It might



Trainees in agricultural education at New Mexico A. & M. College are required to fit and show pigs, calves and lambs as a part of their skills training.



The promotional methods course includes audio-visual education. Shown herewith are the instructor and students preparing a transcription with the assistance of the radio editor.

## Guidance of student teachers

BONARD S. WILSON, Teacher Education, University of Tennessee, Knoxville

be noted here that numbers of students in animal husbandry courses and numbers of head of livestock in the barns make it desirable to continue to use the smaller number of agricultural education majors for this fitting and showing work instead of doing it in animal husbandry courses.

### Radio Hard to Do

The radio broadcasting portion of the promotional course seemed insurmountable at first, but personnel changes altered that picture too. The teacher trainer wrote the introductory portion of a 28 minute broadcast and prepared an outline of the continuity of all of the students in the class. On the blackboard, with the radio editor as an expert witness, the teacher trainer assigned each student his part of the broadcast and limited him to one "fenced-in" area. The radio editor then presented the overview of the entire 28 minute program and indicated the sort of material each student might prepare. He reviewed the fundamental principles of script writing and had each man prepare his own part. This was edited and re-written several times. Finally the radio editor had the whole thing typed up. Then the eleven trainees, the teacher trainer and assistant supervisor cut the 28 minute record under the direct supervision of the radio editor. A short version was also cut for the smaller stations in the state. State-wide listeners was assured by using the departments where each of the eleven men did his directed teaching as advertisers.

### Appraisal of the Course

Values accruing from the course in promotional methods in agricultural education are both tangible and intangible. Tangibles might include the development of some ability and much appreciation for the use of audio-visual materials, the taking and handling and using of pictures, the fitting and showing of livestock and the preparing and producing of radio scripts.

Intangibles might include the improvement of relationships in getting all of this done by people with so many diverse interests, the making aware of such values to the trainees involved, and the promotion of the agricultural education program through the use of pictures, shows and the radio.

Growing out of all this, a course in promotional methods has become a part of the 17 credit hours "cleared" semester for agricultural education majors who do their directed teaching and receive their methods work in supervised farming, Future Farmer programs and farm mechanics for the remainder of the period involved.

**NOTES:** Anyone desiring names or more information about details of the "cleared" semester should write Carl G. Howard, Head, Agricultural Education Department, State College, New Mexico.

College students majoring in agricultural education at Texas Technological College make considerable use of articles included in the *Agricultural Education Magazine*. A mimeographed form is used by the students for recording data regarding selected articles.

Guidance of student teachers is one of the most pressing problems of teacher education today. Few problems are more important to students than the selection of vocations. Couple this with the fact that, in recent years, most institutions have relaxed their aid to students in whether or not to choose teaching as an occupation and you have the reason why we must give immediate attention to the counseling of student teachers.

In addition to large numbers of teachers, high quality teachers are also needed. The practice of permitting almost anyone to enter teaching must cease. Students who have the qualifications for teaching must be made aware of their potentialities. Likewise, students who will make poor teachers should be helped to find occupations suited to their capabilities and desires. It is neither fair to the student teachers nor their prospective students to allow them to prepare for a job in which they will not be successful.

One is easily confused by the many statements about guidance. In an attempt to secure a basis for replanning the program of guidance for student teachers in agricultural education at the University of Tennessee, the writer set down his concepts of guidance. (They may tend to confuse the reader even more.) These concepts are built around the what, why, who, when, and how of guidance.

### Definition of Guidance

Guidance is just helping a person to solve some of his problems. It is learning through problem solving. In this case, the student's problem is one of deciding whether or not to prepare for teaching vocational agriculture. We help him find the facts about himself and about teaching. We help him weigh the facts so that he can draw his own conclusions and then test them. It is not telling him what he should do or should not do. It is helping him to use the method of intelligence to resolve his difficulties.

If we accept this view of guidance, we have no place for "selection" in connection with student teaching. "Selection" implies that some person or group of persons autocratically draws a line and eliminates all who fall below it. If we are not able to teach the students how to make wise choices of occupations, we should perhaps question our ability as teachers. The use of autocratic force admits lack of ability in the use of intelligence.

Even so, in the very few cases that the method of intelligence will not affect a decision, we still must act. If we are definitely sure that the student should not be a teacher, we can justify the use of persuasion to prevent him from teaching. We have an obligation to the people of the state and we must protect them. In justice to the student teacher's potential students, we cannot let him become a teacher.

### The Need for Guidance

The choice of an occupation is one of the most important problems that we

have in life. If guidance is helping students to solve life problems, there is no question that we, as educators, must give them all the help we can. We help them with lesser problems.

Most student teachers are unaware of their capacities and their weaknesses. They do not know the qualifications for various jobs. They think they would like to teach and teaching seems to be a good thing to do. We have a moral duty to help them to get the facts and to weigh them properly.

### Who Should Provide Guidance?

Guidance involves a teacher-pupil relationship in solving problems. The teacher should be qualified to render help in resolving the difficulties of the student. The guidance person, to be most effective, cannot be one in an office to whom students bring their problems. He must also teach the students to recognize their problems. The problems arise in day-to-day situations, so the person who is to do the counseling must know these situations and be available to give help at the time it may be needed most, not at a time when the student can make an appointment with him.

### When Guidance is Needed

Guidance should always be available to the student. It should be done at the time when needed. The saying, "Strike while the iron is hot," applies to guidance. It should start as early as the student is ready for it and continue as long as he is in need of help. However, if we do a thorough job of teaching him how to solve his other problems, he should also be able to handle his problems of occupational choice by himself.

Guidance for student teachers should begin before they come to college. In college, it should begin during freshmen week. To be helpful, teacher educators must have all the facts available regarding their students, must know the qualifications for the teaching of vocational agriculture, and be aware of the help available to students in correcting their deficiencies.

Guidance provided when a student has enrolled in student teaching is too late. Not too late, perhaps, to make a last minute rescue, but too late to do justice to the student. After four years preparation, we find that he is not suited to teaching. In most cases, we will not admit our failure, so we let him finish. We ease our consciences by saying that perhaps we are mistaken about his abilities and that in time he may make a good teacher.

### The Method of Guidance

Guidance should be handled just as we should handle any other problem—by the method of intelligence. It is a matter of recognizing and defining the problem, drawing hypotheses, getting and weighing the facts, drawing conclusions, and testing the conclusions. It may be a problem common to several students, so that a group discussion may be very valuable and saving in time. There will be need for individual con-

(Continued on Page 112)

## Professional

S. S. SUTHERLAND

B. C. LAWSON

### The importance of outside work

JUAN R. MELENDEZ, District Supervisor, Cayey, Puerto Rico

It seems to me that the individual himself is the axis around which rotate the different factors—customs and manners, mode of living—that affect the life of a community. So it depends upon the ability of the individual to make use of those factors or of those vital things, and adapt them to his work or to his life by the moment. Or on the other hand, his ability will be then to adapt himself to the particular customs and manners, and mode of living, of the place he is going to work. For this reason and others, special attention has been given in our work to the human part of the program.

Neither teacher-training departments nor the most efficient kind of supervision will change the attitude of a teacher that does not believe in his work, that is not sincere nor loyal to his cause, because those are things which are peculiar to the individual himself; those are personal attributes.

The modern teacher of agriculture performs such a diversified kind of work that many good personal qualifications and an efficient professional training in the field of agriculture are necessary for the successful performance of his job.

#### Personal Attributes

**Preparation:** Payne and Spieth in their "Open Letter to College Teachers" point out that broad mastery of the subject to be taught is one of the essentials of good teaching.

We should never forget that when the teacher of agriculture is doing outside work, he is teaching, of course possibly an indirect kind of teaching, but teaching. So we see that a teacher of agriculture working in a community must have a broad mastery of agriculture, a general knowledge of almost all the things affecting the life of a community and up-to-date information of the political, social and economical events of the country and the community.

Why, would you ask, is it necessary that the teacher of agriculture should have such broad knowledge? The answer is a simple one: Because he is the man to whom the farmer or the neighbor or inhabitants of the community will go for agricultural information, and if in addition he is able to master other problems of general or local interest he will immediately gain the respect and admiration of the community. Because it is well known that intelligent or learned persons living in communities where the standard of knowledge is low are admired, respected and followed.

A teacher of agriculture can only be master of his subject if he has had a

Your editors are pleased to present the contributions from Puerto Rico and Hawaii which appear in this section of the magazine. Inasmuch as Spanish is the prevailing language in Puerto Rico the translations by Mr. Melendez and Mr. Molinary include certain expressions which vary somewhat from the colloquialisms of the mainland.

good professional training in agriculture. A teacher of agriculture should never neglect his professional improvement and should keep up to date in his profession by reading and studying what is new in his particular field. Doing this the teacher will be professionally prepared to meet all the difficulties he may encounter in doing his outside work.

**Personality:** Due to the fact that the matter of personality is so general and so wide and as it is more or less related to leadership, little attention to it will be given in this discussion. But the fact that personality, whether physical or mental, is an attribute that helps the individual to gain the respect, confidence and admiration of others, should not escape our mind.

So deficient personality may be strengthened by improving our knowledge and mental abilities so as to impress the people with our training and mastery of the things with which we are dealing. In other words to influence people by an intellectual appeal.

**Leadership:** It has been said, "Leadership is needed and found wherever group action is involved." Teachers of agriculture, more than any other workers, have to do with group action in all the phases of their work.

To direct the varied experiences of the groups with which the teacher of agriculture works—adult farmers, young farmers, all-day students in their farming programs—is a very difficult task. But with an accurate knowledge of the people, of the principles of social organization, and how the operation of these may be affected by human nature and environmental circumstances, the leader must be able to select the right stimuli for each person or group.

Furthermore, successful leadership can be attained by the development in the teacher of agriculture of the following attributes:

1. Personal character and qualities. Strength of character and the exercise of outstanding personal qualities constitute a leadership asset.
2. Good temper: A cheerful even temper, coupled with power of inhibition and self-discipline is a good personal quality.
3. Originality and initiative: Originality must be tempered with good judgment and inspired with initiative. The original person without sound judgment is a failure, and without initiative is only a dreamer.
4. Flexibility and versatility: The art of being led is an important item in successful leadership. A leader should be able to alter his plans the moment he sees the old methods are not working. He must be sensitive to the need of change, ready to learn, and willing to adopt new methods.
5. Sense of justice: A strong sense of justice is an asset in a leader of any group.
6. Loyalty: A successful leader



The production of pineapples is a major activity in the farming programs of F.F.A. members in Puerto Rico.

identifies himself personally with his followers, making their cause his, and keeps faith naturally with them.

7. Sympathy: A leader must have aptitude for understanding human need and readiness of sympathetic response to it. More than that he should be in open sympathy with his work.
8. Language and persistence: With any group, courage of conviction, independence of judgment, and willingness to take risks are determining assets.

#### *Organizing and Executing Abilities:*

Potential leaders are generally possessed of natural organizing and executive abilities. The outside work done by a teacher of agriculture is so related with organizing activities, that the teacher has to be a natural organizer or a well-trained, experienced organizer. Among the groups to be organized by the teacher of agriculture, we have; young and adult farmer classes, Young Farmer's Associations, Future Farmer's Associations, and advisory Committees. So we can say that about 80 percent of the success of a teacher of agriculture in doing his outside work depends on his organizing and executing abilities. In other words if the teacher of agriculture is not able to organize the different active groups of a community according to their needs in relation to his work, he will surely fail.

#### *Community Fairs*

It has often been said that "a fair is the farmers' show window." Taking advantage of this principle the teacher of agriculture by means of a community fair, sponsored by the school or the F.F.A. chapter, will be able to show the community or the people in general the work that is being done in that particular school and in this manner get more people interested in his work and gain a more sympathetic attitude of the farm people toward the program of vocational agriculture.

The organization of a community fair is not an easy job. Planning for obtaining premium money, ribbons and judges, as well as making provisions for corrals and housing are jobs that may be divided between different groups in the local Future Farmers' chapter, but being supervised by the teacher. Such a show gives the boys a chance to develop

managerial ability and actually is the best type of show to develop student leadership by a thorough participation in its organization and administration.

#### **Future Farmers of America**

The local chapter of Future Farmers of America should be considered by the teachers of agriculture as an educational organization that will help him to do his work. In other words a well-organized F.F.A. chapter shall be the means of approach toward a broader program of supervised practice work, adult and young farmer classes and other educational activities.

Counseling an organization of young men, is a fine art. So the counselor should be able to present his adult—and logically organized experience to the students in such a way that they may be able to make good use of it. So a wise counseling will make out of the Future Farmer's chapter a very helpful organization.

#### **Adult and Young Farmer's Classes**

A study of experiment station evidence and the practices of farmers indicates that there are large economic problems in most communities on which the teachers of agriculture might help the farmers to make hundreds of dollars. So special classes are a need in almost every community where farming is practiced. But it happens many times that farmers do not feel the need of attending evening classes in agriculture for the improvement of their practices, so it is here that the teacher has to do his part, in other words, to make the farmers feel the need of improvement of their actual practices to show them how they can make more money, to get them interested in something that will be a benefit to them.

The success or failure of a special class will depend upon the organizing abilities of the teacher, upon his tact to choose the proper people, the proper course, the proper place to hold the class and the proper meeting dates.

The teaching of young farmer classes is another of the more important jobs to be performed by a teacher of agriculture. If we consider this phase of the work from the standpoint of guidance, we will know how important it is to the economic, social and political life of a

community that the boys out of school should be led or guided into a decent and proper way of earning their subsistence and of being useful to their community and to their country.

It can be said then, that the entire emphasis in part-time classes is laid upon the continuity of building up interest in farming as a profession, to encourage boys to establish themselves in farming, if they are not already established.

A young farmer's association may be easily organized so as to have all part-time boys associated for recreational and economical activities.

#### **Advisory Committee**

One of the best instruments the teacher of agriculture has for approaching the entire group of farmers in a community is the Advisory Committee. If properly organized, with a representative from each of the different potential forces in a community, the Advisory Committee will facilitate the work in the organization of evening and part-time classes, community fairs, and other school activities. Great care must be exercised therefore in choosing the members of the committee so as to have on our side the best people, the most progressive, the most enthusiastic and those most willing to cooperate.

#### **Supervised Practice Work**

One of the primary objectives in vocational education in agriculture is to be realized from the supervised practice work. Supervised practice helps to build up interest in farming as a profession, to show the student how farming can be made profitable, and to encourage him to plan to establish himself in farming on an independent basis within a relatively short period of years after the completion of his agricultural course.

One of the best ways to start students of vocational agriculture in their supervised practice program is by using a little psychology. During the first weeks of school, beginners inspect the farm practice work of upper class students, so that they may have a good picture of what supervised practice involves and how interesting it may be. In class, the instructor explains the supervised home practice plan. Advanced students who have been particularly successful in their work, explain to beginners how they started their work and how valuable it has been. Next the instructor visits the homes of the new and explains the supervised practice work to their fathers to secure their cooperation. The instructor should give special attention to the types of home projects which might be undertaken by each boy in his efforts to improve practices on the home farm.

Then after the first year's program is developed successfully, the student is encouraged to begin planning his subsequent home practice work on a long time basis.

#### **Success Factors**

**Relationships:** A large amount of the success of a teacher of agriculture in making good relations in a community will depend upon his ability to adapt himself to local conditions.

To obtain cooperation and support  
(Continued on Page 109)



The Puerto Ricans participate in achievement events much as do F.F.A. members in the States. Scene shows the beginning of a plowing match with bulls used for power.

## Annual conference of Hawaii teachers of vocational agriculture

CHARLES W. LUM, Teacher, Honolulu, T. H., Secretary, Agricultural Teachers' Association of Hawaii

THE 1948 conference of Hawaii's agricultural instructors, held between August 2 and August 7, was participated in by a highly enthusiastic group of teachers who did not find a single dull moment during the entire convention. Fifty-four agricultural education leaders from the five major Islands of the Hawaiian group assembled in Hilo high school, located in the "orchid capital" of Hawaii.

The week was filled with numerous and varied activities. Accomplishments of the past year were evaluated, timely problems were discussed, and objectives were reviewed. Many improved techniques and a better philosophy are now in effect in classes of vocational agriculture throughout the Territory of Hawaii as a result of the conference.

The discussing of reports submitted by committees of agricultural teachers constituted one of the most important phases of the conference. These committees were organized several months before the conference to study various specific problems, and every committee showed up fully-armed with comprehensive reports of their pre-conference findings.

Reports presented by Richard Mizuta, supervisor of Veterans' Training, and Tad Fukushima, instructor at Benjamin Parker high school, Kaneohe, Oahu, on veteran and young farmer training classes commanded considerable interest. In the territory, besides the thousands of workers employed by sugar and pineapple plantations, there are about 4,000 farmers, including 82 veterans, who are engaged in full-time farming. Most of these farmers had no previous agricultural training. Teachers of vocational agriculture in Hawaii, therefore, have a tremendous task to render assistance and to furnish needed guidance to veterans and other young farmers. They are keenly concerned over the methods which they should utilize to meet the

special needs of these trainees and to achieve tangible results.

An epoch-making step was taken by farming in Hawaii when the first chapter of the Hawaii Young Farmers' Association was organized one year ago. Today, a total of eight chapters have been chartered. Tamotsu Horii, the live-wire teacher of Waialua high school, Oahu, reviewed the past year's activities of the various Young Farmer chapters. Young Farmers constitute an alert and active group in their respective communities. They recognize the truth in the maxim, "In unity, there is strength." They have found that organized groups of farmers are highly respected, and they have, through concerted action in their Young Farmer chapters, solved problems which farmers individually had to tolerate.

### Plans for Leadership Camps

The teachers displayed great interest in the recommendations submitted by the committee on improvement of the F.F.A. program, headed by Raymond Won of Kaimuki high school, Honolulu. A valuable outcome of the discussion on F.F.A. activities will be the inauguration of F.F.A. leadership training camps on each island, to be attended by all chapter officers and advisers.

Serious attention was given to studies on record forms for supervised practice programs, school farm operation, school farm records, curriculum development, construction and use of information sheets, and selecting of textbooks and other references. These subjects are familiar, but the Hawaii teachers developed new concepts, exchanged differing ideas, and devised improvements.

In addition to the discussions, prominent speakers furnished the teachers with much inspiration, and many thought-provoking ideas. General W. C. Rose, executive secretary of the Hawaiian Sugar Planters Association, spoke on developments in the sugar

industry. Clarence Ferdun, director of Occupational Information Guidance Service, discussed the role of guidance in the agricultural program. Other farm leaders talked on farm safety, soil conservation, and about the Farmers' Home Administration.

The address by the director of the Hawaii Agricultural Extension Service, H. H. Warner, was one of the high spots of the conference. In Hawaii, the Extension Service and vocational agriculture enjoy cooperative and cordial relationships. It was most impressive to know that the top man of extension in Hawaii exhibits a sincere attitude of helpfulness and friendliness toward vocational agriculture.

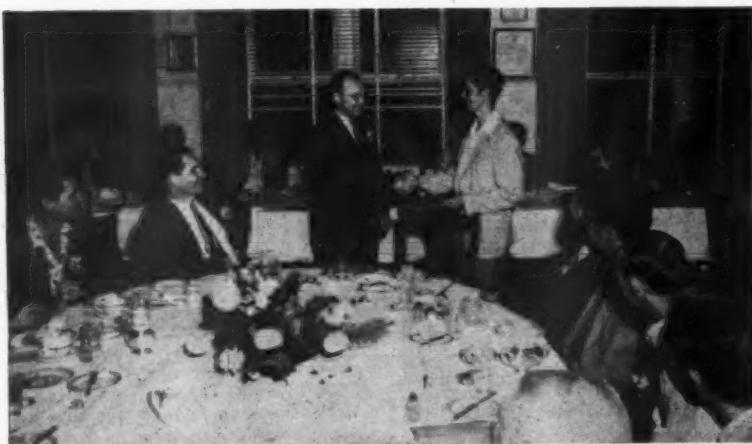
Every teacher of vocational agriculture enjoyed the conference tremendously. The program was planned so as to make everyone feel that he had a vital share in the proceedings. All of the teachers were aware that ideas obtained from the sessions can be taken back to departments of vocational agriculture, where they will have deep influence in the building of American youth. The agreeable atmosphere and the spirit of high morale and close unity at the conference were the direct results of superior leadership and organizational ability possessed by the conference directors, W. H. Coulter, acting deputy superintendent for vocational education, and Riley Ewing, assistant director of agricultural education.

Once again, agricultural teachers of Hawaii have recaptured the spirit of service. In these American islands—the land of sugar cane, pineapples, coffee, bananas, avocados, mangoes, papayas, macadamia nuts, orchids and anthuriums—teachers of vocational agriculture are on the job, effectively facing and meeting the challenges of today's problems in agricultural education.

A combined conference of the different vocational services in Nevada was held at Lake Tahoe August 23-28. Joint meetings for all groups were held from time to time during the week under the sponsorship of the state vocational association. A curriculum workshop led by Carl S. Howard of New Mexico featured the conference of the agricultural section.

At Atascadero, California, the F.F.A. chapter has renovated a sunken garden as a community landscape project. Some of the \$10,000 worth of equipment owned by the chapter was used in reconditioning the area preparatory to the planting of shrubs and reseeding the lawn.

The Future Farmers of America Board of Trustees and Advisory Council has approved the application of 214 candidates for the American Farmer Degree, highest degree of achievement in F.F.A. The candidates will be recommended to delegates at the F.F.A.'s Twentieth Anniversary Celebration in Kansas City, Missouri, November 14-18. It will be the largest number of delegates ever recommended to receive the American Farmer degree in any one year.



Agricultural instructors in Hawaii attend banquet of Young Farmers Association during week of teachers conference. Shown here is W. H. Coulter, director of agricultural education, presenting a charter to Isamu Kaneshiro, president of the Hilo chapter Y.F.A.

# Puerto Rico—A potential inter-American teacher training center

SAMUEL MOLINARY, Acting Supervisor, San Juan, Puerto Rico

**P**UERTO RICO, a small island in the Caribbean under the American flag offers very peculiar and strategic conditions to serve as a teacher training center in vocational agriculture for central and south American countries. The interest of these countries in vocational agriculture has increased to a considerable degree.

The number of applications for literature and materials related to teaching vocational agriculture has increased many fold in the late years. More recently, teachers and administrators have not only written but they have personally visited our island and a substantial number of prospective teachers have enrolled at our teacher training center. We have had representatives from Cuba, the Dominican Republic, Haiti, Venezuela, Columbia, Trinidad, Panama, El Salvador, Chile and Mexico. All of these representatives have shown deep interest in the program of vocational agriculture.

A group of six teachers and administrators from Brazil spent several weeks with us. Living quarters were furnished at one of our better departments under the direct care of a master teacher of agriculture.

Besides grasping all the details of the work as conducted by staff members and teacher trainers the relations and incidents of the association shall be never forgotten. As a humorous detail we may mention that the work was started in English only to find out after several days that we could understand each other nicely when they spoke in Portuguese, their native language and we in our native Spanish.

Letters coming from Brazil show appreciations for our efforts and the usefulness of the instruction given.

We have had also trainees from Columbia, Venezuela and Haiti.

## Spanish Speaking Island

Why do these countries choose to come to Puerto Rico? There are several reasons. In the first place there is the matter of language. All representatives excepting those from Brazil, Haiti and Trinidad come from Spanish speaking countries. They avoid speaking a foreign language whenever possible. In these cases Puerto Rico offers the advantage of being a Spanish speaking Island. A great deal of our literature including job analyses, plans, programs, and instructions, are in Spanish.

Another advantage in our favor is the agricultural setting. Our products are much like those in the other countries in the Caribbean. We grow coffee, sugar cane, plantains, coconuts, and many other crops which are of tropical nature. Besides, our traditions and living conditions are similar to those of the neighboring countries.

Then comes climate. Puerto Rico enjoys a mild temperature during the whole year. Anyone knowing how cold weather affects Latin Americans can



Rafael del Valle Ramos showing his plantains and tanniers which he grew as an American Farmer candidate.

appreciate how persons from warmer countries appreciate climate like that of our island.

We may mention some other things such as likeness of customs, use of similar foods, ways of living, and other environmental factors, but let us finish by considering one more detail.

How can a country where, by Latin American tradition agriculture is a work of "peons" (lower laborers) assimilate and put into practice the high ideals of farming as a vocation? How can a Latin boy who merely contributes with a few chores in the agricultural field be gradually interested, initiated and finally established as a young farmer?

In this line Puerto Rico is well ahead as compared to Spanish speaking countries in Latin America. Special attention is given to the final establishment of the boys in every case where land facilities are available.

Of all these details the countries around us are becoming aware. They know how the program of vocational agriculture operates in Puerto Rico. With the necessary training of personnel and with vast natural resources they can launch sound programs in their own countries. And the training can be had in the little nearby island in the Caribbean!

Puerto Rico is aware also of the conditions in neighboring countries. The demand for help is increasing progressively. We accept the challenge and are trying to cooperate in the best possible way. We hope some day we may have adequate facilities for training in our island a greater number of prospective teachers of agriculture from Latin American countries. The work is being started. Let us see how far we can go.

Futufe Farmers of Manatee County, Florida, netted \$1,000 this year from crops grown on their laboratory plot.

## The importance of outside work

(Continued from Page 107)

for this work the teacher of agriculture should be friendly in his relations with the social staff in general and with the local superintendent and any other school authorities that may help him in his work.

He should be able to gain the sympathy and appreciation of the community in general so as to make possible a desirable working relationship between teacher and community.

His relations with his supervisors should be amiable and friendly as evidenced by the willingness to take and to give.

**Experiences:** "The sureness to touch and fineness of technique indispensable for the success of a cause come largely from experience, and original capacity for sound judgment as strengthened thereby."

Lack of maturity, of resourcefulness and sometimes of initiative are considered to be attributes of inexperienced people.

But the teacher of agriculture whether experienced or not in the art of life must do his best to acquire all the abilities that may be derived for a short period of training. Experience of course will be acquired from practice, but if he uses his sound judgment and common sense he may be able to succeed. And if he is a keen observer he will be able also to learn many good things from his relations with rural people.

**Responsibility:** In any organization there has to be a definite program and a responsibility for all connected with it if maximum efficiency is to be secured.

According to a publication of the Florida Department of Vocational Agriculture, the responsibilities of a teacher of vocational agriculture are:

1. Well organized teaching program for all day classes
2. Well organized teaching program for young farmers
3. Well organized teaching program for adult farmers
4. Development of good project work
5. Selling the work to the community
6. Developing an agricultural program for the community
7. Development of adequate outdoor laboratory facilities
8. Developing adequate library facilities
9. Developing specialized knowledge of agricultural enterprises of the community
10. Cooperating with school forces of the community
11. Cooperating with state office
12. Cooperating with other agricultural agencies in their work with farmers
13. Keeping in touch with the boys of the community
14. Keeping in touch with the active farmers and rendering individual assistance
15. Cooperating in social and athletic activities of the school
16. Taking an active part in civic affairs
17. Being careful of personal conduct and appearance
18. Maintaining proper discipline

# Professional improvement of agricultural teachers

E. W. GARRIS, Teacher Education, University of Florida



E. W. Garris

**A**LL PUBLIC school teachers have the dual responsibility of keeping up with the changes in their technical field (or fields) and in the area of improving their methods of teaching. In certain subject matter fields the facts taught are constantly

changing while in others they may remain rather static. The teacher of vocational agriculture is in a dynamic field. It is true that a few specific things, like the color of a given breed of livestock, may remain the same over a period of years; however, most management problems change with the changing economic conditions of the world.

An agricultural college professor usually finds it to be a problem to know all the changes in his specific area of agriculture—say agronomy, dairying, poultry or horticulture. A teacher of vocational agriculture, in his rural area, is supposed to know anything that may confront him concerning all areas of agriculture and science.

It is also true that methods of teaching vocational agriculture have to be modified from time to time because of the changes in subject matter, as well as changes due to improvement in course organization and ways of teaching. Historically, the teaching of agriculture in the secondary school is not old. Changes should, and probably will, be made everytime some person offers a better method than has been used previously.

#### Technical and Professional Needs

All of the statements just made indicate that agricultural teachers need assistance in their program of technical and professional improvement. They do not have the time to read materials that do not give them maximum assistance.

At the summer conference at Daytona Beach, Mr. H. E. Wood, State Supervisor of Agricultural Education, appointed a committee of experienced teachers, with the writer as consultant, to suggest ways of assisting teachers in their technical and professional growth. The following report, with added explanations, gives an idea of what the teachers of Florida recommended:

1. A survey should be made to determine what technical and professional courses would best suit the needs of employed agricultural teachers. Plans should then be made to have the courses offered at the University of Florida.
2. All teachers of agriculture should read, and file for future reference, each issue of the *Agricultural Education Magazine* and the *American Vocational Journal*.

3. Each teacher should read at least one professional book during the year. It is suggested that a list of the professional books be prepared by the State Supervisor as a guide for teachers.
4. Each teacher should attend the summer conference and all district conferences called by the State Supervisor.
5. A committee of the Florida Vocational Agricultural Teachers Association should contact the Graduate School at the University of Florida to see if regular graduate courses with full credit could not be given at centers in the State as well as on the campus.
6. It is suggested that agricultural teachers be allowed to attend a six weeks term of summer school every other year. Courses should be planned accordingly.
7. Teachers with Master degrees should strive to obtain Doctors degrees, or thirty-six hours of advanced work for them to obtain a Rank I certificate and higher salaries as provided for in the School Law of 1947.
8. That teachers who have a delegate from their chapters to the National Convention, F.F.A. should try to make the trip to Kansas City in order to broaden their professional horizon.

9. It is recommended that a one-week tour of outstanding departments of vocational agriculture be planned for the summer of 1949. All teachers would make the tour in order to see the best physical equipment in the state and to exchange professional ideas.
10. It is recommended that exhibits of project record books, classroom notebooks, charts, maps, extraordinary shop projects, be made at the summer conference in 1949.
11. It is recommended that a subject matter specialist be appointed at the University of Florida. That he determine the best technical subject matter materials as they become available and prepare a list to furnish the teachers of agriculture.

Members of this committee were as follows:

G. W. Pryor, Chairman, Williston, Florida.

F. W. Garris, Consultant, University of Florida.

John F. St. Martin, Plant City, Florida.

C. W. Long, Stuart, Florida.

Wayne O. Manning, Ponce de Leon, Florida.

There were 260,300 Future Farmers in 7,000 chapters on July 1, 1948, according to figures recently released by the national office of the Future Farmers of America.

Four hundred-eighty F.F.A. members in Texas were awarded the State Farmer degree at the 1948 convention. There were 553 active chapters in the state with a paid membership of 24,536 as of last June.

## BOOK REVIEWS

**L**IVING ON A LITTLE LAND, by George P. Deyoe, pp. 743, illustrated, published by the Interstate Printers and

Publishers, list price \$3.95. This book is for persons interested in living on a little land and carrying on farming on a small-scale, part-time or suburban basis. Its realistic and detailed treatment in non-technical language makes it useful for persons consider-

ing this type of living as well as for those getting started or already engaged in it. The book is suitable for adults and young people. It has a place as a handbook in the home and as a reference or textbook in schools. This is definitely a "how-to-do-it" book with detailed descriptions of practices necessary for success in the various phases of small scale farming. In addition to carrying a vast amount of useful information useful to operators of small-scale farms, the text includes a wide range of supplementary references. —A. P. D. Kansas State College.

**EFFICIENT FARM MANAGEMENT**, by L. S. Hardin, Frank P. King, and Gordon Leith, edited by Paul W. Chapman, pp. 464, illustrated, list price \$3.28, published by Turner E. Smith & Co., 441 West Peachtree Street, N. E., Atlanta, Georgia. The text is organized on a functional basis and is written in a simple, easy-to-read style. It is divided into 4 major parts and 30 chapters. This book is designed as a text and reference in vocational agriculture classes and Institutional On-Farm Training classes for veterans. The subject matter presented covers most of the phases of farming stipulated as requirements for approval of Institutional On-Farm Training for veterans, for example, farm planning, farm credit, marketing, farm-home supplies, and farm and home record keeping. Interesting and unique features of Efficient Farm Management include Farm Work Simplification, Uses of Farm Services, the Place of Agricultural Industries as Market Outlet for Farm Products. Part One sets forth in considerable detail the management factors that set the standards for farm operation in the United States. These standards apply to farming in all parts of the United States; applications in the text have, however, been applied to farming in the south. —APD.

**FARM AND HOME ARITHMETIC**, by A. C. Dunaway, pp. 146, paper cover, published by Allen, James and Co., 756 West Peachtree St., N. W., Atlanta, Georgia, list price \$1.50. A practical workbook in arithmetic practice designed to meet the needs of adult farmers. Should prove helpful to both teachers of vocational agriculture and veteran students enrolled in Institutional On-Farm Training.—A.P.D.

## Farmer Classes

J. N. WEISS

MARK NICHOLS

### Institutional on-farm training at Hartsville, Tennessee

H. MOSCOW WRIGHT, Veterans Teacher, Hartsville, Tennessee

The veteran's farm training program of Hartsville, Trousdale County, Tennessee was organized in April, 1946, by C. H. Wilburn, instructor of vocational agriculture. In May the first full class of twenty trainees was operating under the direction of Brown Draper. A second class of twenty was started under the direction of the writer on July 1. From the small beginning, Institutional On-Farm Training in Trousdale County has expanded and gained recognition from local and state officials, until it is now rated as one of the outstanding training centers of the state from the standpoints of buildings, equipment, and instruction.

By April of the following year, the program had been extended to include eight instructors and 160 enrollees. One class was made up of Negro veterans, with a competent Negro instructor in charge.

In the beginning most of the classes were taught in the already overcrowded high school building, using the small shop and other facilities of the regular department of vocational agriculture. Crowded? Yes, we were.

One rainy afternoon in April of that year, Mr. Wilburn, called his battery of instructors into his office, and looking out the window at the gently falling rain, told us of his ambition, to have erected, a separate and adequate agriculture building; a building with modern class rooms, furniture and fixtures; a building with large and modern shop rooms.

#### Appropriation by County Court

The 160 farmer veterans were called together. They organized officers and drew up resolutions. The high school principal was called in, as were the superintendent of schools, and the chairman of the board of education. We received their encouragement on the building project. The County Court, at its next session, appropriated \$25,000 for the building. One instructor was put in charge of finance, another was made purchasing agent, and so on until every instructor had a job to do. Mr. Wilburn was overall supervisor in charge of construction.

The ground was broken on June 5, and flood lights installed for night work. The first class under group supervision staked out a building 100' x 50'. Then the problems came thick and fast, "How to Mix Concrete," "How to Build Concrete Forms," "Laying Blocks," "Lessons in Wiring," "Lessons in Plumbing," and so on down to "Sanding and Finishing Hardwood Floors."

Team work and cooperation was the watch word from the high school janitor to the highest county official. We had the encouragement of the state department of vocational agriculture, headed by G. E. Freeman and his assistants, J. W. Brimm and H. N. Parks. The regional office of veterans administration located at Nashville, headed by J. M. Nixon and his staff of field representatives, all lent their assistance and encouragement.

#### Standard of Training Raised

In six months, the new agriculture building was ready for occupancy. Needless to say new life and vigor went into Institutional On-Farm Training in Trousdale County, and the high standard of training was attained.

The students were at home in their new 100' x 50' basement shop. The shop began to hum with activity and the loud speaker crackled out instructions on how to build chicken brooders, hog feeders, farm gates, truck beds, auto trailers, farm desks, dropleaf tables, book shelves and so on. In another shop room, men were working with heavy metal, soldering, welding and beating into shape tobacco knives, weed cutters, and metal frames. Upstairs on the first floor, three classes were comfortably housed in modern class rooms, complete with 16mm. projector and slides, receiving instruction on farm management, plant and animal diseases, insects, parasites; their control and eradication. Yes, the standard of training has been raised to a high level.

#### Results

From this training the results have been quite satisfactory. It is not un-

common for the father of a trainee to accompany his son to class when the subject of the lesson is of special interest to him. Consequently a number of father-and-son partnerships have resulted, the instructors taking the lead and making recommendations. Other trainees, with the backing of their fathers and with funds saved from their subsistence allowance have gone a step further and purchased farms of their own. Others will follow these examples. The tenant and the share-cropper veterans have made equally satisfactory progress. From this training, better relations and understanding between landlords and tenant veterans have resulted.

#### Requirements

Each instructor has a maximum of 20 men in his class. It is his responsibility to offer a minimum of 200 hours of constructive classroom work each year and 100 hours of field supervision. The trainees are obligated to cooperate and to attain at least 90 per cent of the goals and the standards which they themselves have set up.

#### Staff

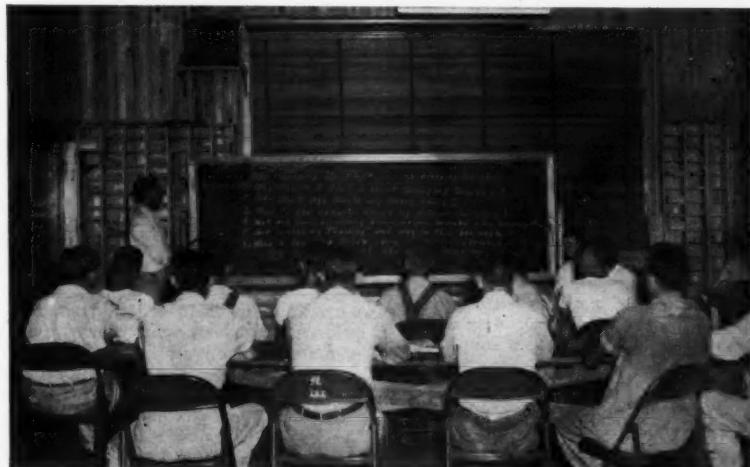
The supervisory and teaching staff is composed of C. H. Wilburn, instructor of vocational agriculture; Brown Draper, Moscow Wright, Dean Ford, B. D. Davis, W. T. Dixon, William Massey, Maurice Driver, Owen Davis (Col.), and C. L. Cummins Superintendent of Schools.

### All aboard for Kansas City

(Continued from Page 100)

must be planned accordingly. We have felt it our responsibility to provide for our own boys the most educational, inspirational and entertaining trip we can; it would be easier to accomplish if national effort were directed toward the same goal for these most worthy "chapter representatives."

Last year the cooperative units of the F.F.A. Chapter at Santa Maria, California did a gross business of approximately \$70,000. The chapter cooperative in farm machinery is valued at nearly \$16,000.



William Massey, assistant teacher of vocational agriculture, instructing class on managing farm flock of sheep during breeding season.

# A state administrator looks at the institutional on-farm training program

RALPH C. WENRICK, Asst. State Supt. for Vocational Education, Lansing, Mich.

**T**HE PRESENT PROGRAM OF Institutional On-Farm Training for veterans, as prescribed in Federal acts, is based upon sound concepts of vocational education. It is believed that the present method of operation of this program is resulting, in most states and local communities, in the achievement of the purposes which the law-makers had in mind; namely, to assist veterans to get established in farming and to bring them up-to-date in terms of new developments in farming.

Anyone who has had any responsibility for the administration of the Institutional On-Farm Training program realizes the difficulty of administration, created largely by the fact that two separate agencies, the Veterans Administration and the public schools of the nation, are responsible for its success. Dual responsibility in any operation generally results in a great many problems which do not exist when policies are determined and operations are carried on by a single agency. In this instance, the difficulty is further accentuated by the fact that public education is a responsibility of the states and local communities in those states, while the Veterans Administration is a national agency operating under rather rigid policies applied uniformly to all states and local communities. Apparently, we have not profited by previous errors of a similar sort, such as the N.Y.A. and C.C.C. programs.

#### Suggestions for Possible Improvements

Even though the administrative set-up for the Institutional On-Farm Training program has been wasteful, both of time and money, the resulting effect in terms of training received by veterans has been more satisfactory than would seem possible under this awkward arrangement. However, the program needs further development and refinement. It is my purpose to make a number of suggestions that might tend to improve the present program.

(1) Closer integration of the veterans' program with those agricultural education activities conducted for non-veterans would seem desirable. This would apply both on the state and local levels. The program in Michigan has been developed as an integral part of the total agricultural education services. On the state level, it is handled by the regular staff of supervisors who were employed before the veterans' program came into existence, supplemented by the addition of one supervisor and one clerical worker. In other words, there is no special staff for the administration and supervision of the veterans' program, but rather, each supervisor in the Agricultural Education Division assumes some responsibility for the conduct and quality of this important phase of our total agricultural education program. Most Michigan communities have followed a similar pattern in which agri-

cultural education for veterans is closely associated with the secondary school program, and the young and adult farmer programs for non-veterans. Further unification of agricultural education for all groups of farmers is considered desirable.

(2) Better methods of selecting qualified teachers might be employed. In Michigan, the program has developed rather slowly in terms of numbers of veterans in training, because we have insisted on the employment of well-qualified instructors. An attempt has been made to maintain high standards for these special teachers of veterans by requiring at least two years of college training in agriculture, up-to-date farm experience, and evidence of teaching ability. In order to screen more carefully the candidates for these positions before certification, a committee made up of a representative of the United States Department of Agriculture, the head of the teacher training department in agricultural education, and the chief of the Agricultural Education Division of this office has been appointed.

(3) In-service and pre-service training of teachers is another important consideration in the maintenance of present standards and the improvement of the quality of instruction. Regional conferences, summer workshops, and intensive short courses have been found helpful in raising the level of instruction among these special teachers of veterans.

(4) Adequate supervision by both local communities and state departments is necessary if the quality of instruction is to be raised to the highest level. Present policies of the Veterans Administration do not provide sufficient financial support for this important phase of the program, at least on the state level.

These suggestions would be helpful in terms of improving the program now operated for veterans. Our experiences with this program should help us plan better the continuing programs of agricultural education for the veterans after they have completed their G. I. training. In a recent national study of the need for further training in agriculture for veterans, 94.6 per cent indicated that they would be interested in further training in vocational agriculture after the Institutional On-Farm Training has ended. Agricultural educators should begin now to plan for the future training needs of veterans. Further studies need to be made in order to get more information which would be helpful in planning to serve better the needs of young and adult farmers—veteran and non-veteran.

#### Planning Future Programs

But better programs of agricultural education are not enough. New and more effective ways must be found for attracting young farmers into organized

programs of agricultural education in order to become established satisfactorily in farming occupations. One such method which might be seriously considered is the organization in local communities of something comparable to the F.F.A., but for out-of-school young farmers. Since 76.7 per cent of the veterans surveyed in the study mentioned above indicated an interest in such an organization, it might be well to consider their establishment locally with the veterans as the core, but bringing into them young farmers in the community who are not veterans but have comparable interests.

Agricultural education has never in its history had an opportunity comparable to the one it has now for the purpose of finding new and better ways of providing agricultural education to young and adult farmers. It would be most unfortunate if we did not profit by our present experience in terms of planning future programs for the same age groups. The time to do it is now, while we are engaged actively in the operation of a program which has proven to be highly successful in the accomplishment of its objective.

## Guidance of student teachers

(Continued from Page 105)

ferences, however, because no two students have identical problems or abilities.

We must use as many effective methods and devices as are available to help get a picture of the student: intelligence tests, personality ratings, interests tests, health and physical ability tests, autobiographies, anecdotal records, reports of people who have known him previously, his observed reactions to situations, and other tests.

We must know what it takes to be a good teacher of vocational agriculture. Many studies have been made to find what characteristics a good teacher has, but there is a lack of agreement and consistency in the reports. The best available information should be used and a search should be made for more usable facts.

This has been a short and simplified statement of the procedures in counseling student teachers. Of course, it cannot be done as easily as the statement indicates. Guidance requires an expert job of teaching. We must know how to get around any psychological barriers the students have and really get to know them. We must convince them that we are trying to help them. We must have their complete confidence—not to the extent that we want them to accept our word as the correct answer, but to the extent that they want us to help them. This is only good teaching.

Miss Jeanette Zetrouer, instructor of veterans at High Springs, Florida is one of the few women teachers of agriculture in the United States connected with federally aided programs.

The district fair at Caruthers, California, is sponsored by the Young Farmers Association. The organization netted \$2,700 from this activity in 1948.

## Survey of veterans training

ERWIN R. FOSSE, Teacher, Greenfield, Illinois

AFTER TWO YEARS in the program of Institutional On-The-Farm Training a few of our veteran students have completed the two-year unit designed for employed veterans. We became curious about the reactions of these veterans and their employers to the program, and developed a survey-questionnaire for the purpose of investigating the following items:

1. To determine the degree of acceptance of the training by the veterans and their employers.
2. To obtain criticisms for improving the program.
3. Incidentally, to gauge progress toward our objectives. (We consider this an incidental determination, since we were surveying only a small percentage and that representing the employed group only.)

A measure of the acceptance which the program has had is important to the school, for although we did not design it, we are administering it; we are praised and criticized from all sides, and desired an opinion from those who knew about it from participation. We hoped an indication of the student-criticisms would help us improve the classroom instruction as well as the overall organization. (Most of our teaching is done by men who have no professional training or teaching experience.) As the training program got under way, we eventually defined our major objectives as

1. Assistance in farm planning
2. Introducing new and approved practices and fields of study
3. Acquainting the veteran with sources of information

### Sixty-three Trainees

We now have an enrollment of thirty-five self-employed veterans in our school. These students are farm operators, who control the farm by ownership, lease or contract, and are occupied in full-time farming. We have, also, twenty-eight employed veterans, who work for farmers. The farmer-trainer, as we call the employer in Illinois, agrees with the school to provide a required minimum of work experience, as well as to cooperate in the instruction on the farm. The school program for our self-employed veterans may extend four years, depending on the eligibility. That for the employed veteran, working under a farmer-trainer, lasts only two years. Consequently, we could apply our questionnaire to only the employed veterans who had completed the two-year course of study. Nine of the thirteen veterans and ten farmer-trainers replied. The questionnaires did not ask for a signature, and were returned by mail, so that comments could not be connected to personalities. We believe that an honest reply was made in all cases.

### Survey of Self-Employed Veterans and Farmer-Trainers

Although it is too early to read much from the summaries, we believe a few observations can be made. First, we think the program is fairly well accepted, as can be shown by certain por-

tions of survey returns. All rated the instruction as "Valuable—will help me if and when I farm." In answer to the question, "Was anything accomplished on farm visits?" six said yes, two-some, and one—no. All indicated that they felt an annual part-time course in agriculture should be conducted after the G. I. program is completed; seven probably would attend, two possibly would attend. Seven felt that the average farmer needs further study such as a course of this type would provide.

For the same questions, employers replied: seven, that the training will help him (the veteran) as a self-employed farmer, and two, that it will help him do his work on my (farmer-trainer) farm. Six considered the farm visit a definite learning activity, and well handled. (One considered it more interference than it was worth, and one considered the visits to be poorly handled.) Seven employers felt that a part-time school should be maintained; five probably would attend. All veterans replying considered their farmer-trainer as cooperative with regard to the program.

There is general acceptance of the instructional materials supplied through V. A. funds, as indicated by these answers to the question, "What value would you place on the materials supplied you from V A Funds?"

Farm magazines: two, excellent; seven, fair

Books: eight, excellent; one, fair

Subject matter units (college of agriculture): nine, excellent.

The instructors are meeting the standards which the veterans seem to desire, as shown by the following:

Eight felt the instructors were very well informed; one, fairly well informed.

Eight considered them proficient at putting across facts; one, only fairly so.

Eight considered the instructors cooperative; one even marked "refreshing."

Eight felt the instructors were professionally progressive, while one thought they were conservative.

Some criticisms are wholesome indications that more is desired than just an avenue to subsistence awards. For example the instruction could have been improved, they said, by following a more definite plan and by using material which is available. The farm visits could have been improved by having something to offer in the way of instruction. The employers want teaching that can be applied to efficient and practical farming; they want farmer-trainer meetings to keep them up to date.

No measure is to be had from this survey in the matter of farm planning, since none of those questioned have had that experience for themselves. However an indication may be had in the reply of two employers to the question, "What have you done to give the veteran some experience in making managerial decisions?" One, "getting his opinion in planning crops"; another,



Kenneth Edwards (right), veteran student, appeared on radio program to report on veterans training at Greenfield, Illinois. With him is Dewey Overby, F.F.A. reporter.

"planning rations for livestock." Although not conclusive evidence, these two replies do show some activity in the right direction.

We realize that the sampling is not sufficiently broad to attach much significance to the returns outlined herein. However, it is encouraging to know that we are apparently leaving an appetite for further instruction as indicated by answers regarding adult work in the future. We have hopes of carrying over from the veterans program into a scale of adult work such as may well retain the work of special instructors as an integral part of the community program of vocational agriculture. As we get our training program better organized and as we improve our instruction, guided by results obtained from this survey and the direction of our veterans advisory committee, we believe that further sampling will give us even more encouraging results.

Young farmers of Glen Rose, Ark., recently took the initiative in organizing a farmers cooperative. These young men composed mostly of veterans in Institutional On-Farm Training, raised \$10,000 as an initial effort in getting the cooperative under way.

The Young Farmers at Laton, California, have invested \$8,500 in some surplus war buildings to relieve the local housing shortage. Several members assisted in the wrecking and hauling, thus expediting the construction of 15 homes.

During the past summer the F.F.A. presidents from several neighboring states were guests of the Missouri Association at the state camp located on the Lake of the Ozarks.

The F.F.A. council in Van Wert County, Ohio, collaborated with representatives of other youth groups in organizing a Junior Fair Board which supervised the fair activities of the various groups at the 1948 fair. A total of \$925 was allocated by the fair board to the F.F.A. division.

# Evaluating outcome of instruction in farm machinery courses for adult farmers

GLEN C. COOK, Teacher Education, Michigan State College



Glen C. Cook

**A S A RESULT** of the extensive program in farm machinery courses for adult farmers under Food Production War Training, teachers of vocational agriculture have become cognizant of the need for adequate evaluation of the outcomes of the instruction in such courses. This is especially important in order that an effective training program be developed rather than merely a service program. First consideration in such courses should be given to the development of abilities which will enable the enrollees to keep their farm machinery in satisfactory working condition and the construction of suitable labor-saving equipment to meet individual needs.

One of the first steps in planning an evaluation program is the formulation of specific objectives for the instruction. It is pertinent to ask: "Where are we going and what are we trying to do?" These objectives must be stated in terms of the interests, needs, and capabilities of the enrollees and include statements of the abilities to be developed. Care must also be taken to make sure that the objectives are stated in such a way as to make adequate evaluation possible.

In developing a plan for evaluating outcomes of the instruction in farm machinery courses, it is necessary to provide for the collection and recording of evidences, which indicate that the objectives are being achieved. This emphasizes the need for the formulation of methods and devices for use in collecting evidence. The plan suggested in this article has been developed as a result of the writer's experience in visiting farm-machinery courses in a number of states while the Food Production War Training Program was being projected.



Teaching on-the-job and evaluating the progress made by farmers enrolled in farm machinery courses is an integral part of the instruction.

## A Suggested Plan for Evaluating Outcomes of the Instruction in Farm Machinery Courses

| Objectives of Instruction in Farm Machinery Courses in Terms of Outcomes to Achieve   | Some Kinds of Evidences Which Indicate That the Objectives are Being Met  | Methods and Devices for Use in Collecting Evidence Which Will Reveal that the Objectives are Being Achieved  |
|---|---|--|
| I. To develop abilities to effectively use the tools and equipment in the shop where the instruction is offered             | 1. Participation in use of tools and equipment in the shop by individual members<br>2. All tools and equipment are kept in good condition<br>3. Individual members follow proper steps in using equipment as listed on charts which are placed at appropriate places throughout the room<br>4. Individual members follow appropriate safety measures in using tools and equipment<br>5. The teacher gives demonstrations on the proper use of tools and equipment | 1. a. Observation of members using tools and equipment in the shop (All members should be encouraged to go through all the steps in repairing farm equipment and the construction of labor-saving devices. They should use the equipment and tools properly under the supervision of the teacher.<br>b. Pictures of members using the tools and equipment<br>2. a. Performance tests<br>b. Observation of enrollees using equipment and examination of tools and equipment<br>3. a. Personal observation of teacher and/or the supervisor<br>b. Personal conferences with individual members<br>4. a. Performance tests<br>b. Personal observations by the teacher and/or the supervisor<br>5. a. Ratings by members<br>b. Observation by the supervisor<br>c. Pictures of teacher demonstrations  |
| II. To develop abilities to effectively recondition farm machinery and to construct labor-saving devices in the school shop | 1. Members go through all steps in reconditioning their farm equipment and the construction of labor-saving devices<br>2. Teacher demonstrations pertaining to the different steps are given previous to the time of doing by the members<br>3. Class members follow charts listing recommended procedure<br>4. Frequent group discussions are conducted by the teacher<br>5. Workmanship is of high quality<br>6. Members use suitable supplies and materials    | 1. a. Observations by the teacher and/or the supervisor—Each member goes through all the steps in reconditioning equipment and constructing labor-saving devices under the close supervision of the teacher<br>b. Pictures of shop activities<br>c. Testimonials of members<br>2. a. Observations by the supervisor<br>b. Testimonials by the class members<br>c. Pictures of demonstrations<br>3. a. Personal conferences between teacher and class member<br>b. Testimonials by the class members<br>c. Observations by the teacher and/or the supervisor<br>4. a. Personal observations by the supervisor<br>b. Testimonials by class members<br>5. a. Teacher and/or supervisor examination of jobs and projects completed<br>b. Frequent evaluation of progress of individual students<br>c. Evaluation of workmanship by groups of students<br>d. Evaluation of workmanship by individual members in conference with the teacher<br>6. a. Examination of supplies and materials used |
| III. To develop abilities in preventive maintenance of farm machinery   | 1. Members keep farm machinery properly adjusted<br>2. Members keep farm machinery well lubricated and all parts working freely<br>3. Farm machinery is adequately protected when not in use<br>4. Farm machinery is put into desirable working condition before using in the spring  | 1. a. Personal observation by the teacher and/or the supervisor<br>b. Testimonials of members—(All members should be trained to keep their farm machinery properly adjusted)<br>2. a. Personal observation by the teacher and/or the supervisor<br>b. Testimonials of members<br>c. Examination of working parts<br>3. a. Personal visits to the farm and observation of the machinery<br>b. Testimonials of members<br>c. Observation of storage facilities and use made of them<br>4. a. Personal observation by the teacher and/or the supervisor<br>b. Testimonials by members<br>c. Examination of all working parts  |
| IV. To develop abilities in good shop organization  | 1. The shop is swept and the equipment put in order at the close of each shop period<br>2. The tools are returned to their proper place at the close of the shop period<br>3. The shop is maintained as a safe place to work<br>4. Home-farm shops of class members are well organized and properly kept  | 1. a. Personal observations of the teacher and/or the supervisor (Keeping the shop in good order should be a part of the training program)<br>2. a. Personal observations of the teacher and/or the supervisor<br>b. Personal conferences with individual members<br>3. a. Observation by the teacher and/or the supervisor<br>b. Testimonials of members<br>c. Personal conferences with individual members<br>d. Evaluation by groups of enrollees<br>e. Members regularly use protective devices and accident rate is low<br>4. a. Personal visits to individual farms and observation of home-farm shops<br>b. Pictures of interior of home-farm shops<br>c. Individual testimonials   |

(Continued on Page 117)

## Future Farmers of America

H. N. HANSUCKER

### Developing and completing an effective F.F.A. chapter program of work

BOND L. BIBLE, Critic Teacher, University High School, Morgantown, W. Va.



**Bond L. Bible**

THE F. F. A. program of work is a guide for the activities of the chapter during the year. In fact a better name might be termed Program of Activities. It is similar to a blue print used in building a house. From the official F.F.A. manual we learn the seven essentials of a good chapter. The first three essentials are: (1) interested members; (2) capable officers; (3) a challenging program of work. In other words the program of work should contain such activities that will challenge the best efforts of every member.

The F.F.A. fiscal year extends from July 1 to June 30 of the following year. Consequently, the program of work must cover that period of time. It should be formulated as near the beginning of the F.F.A. year as possible. A committee is appointed by the president of 3 to 5 members near the close of the school term whose duty it is to work out the suggested program with the aid of the adviser. Another method is to have the president appoint a committee of 3 members for each of the 9 main divisions of the program and they would map the programs for their respective divisions. One officer might be chairman of each division. In either procedure the committee or committees report the suggested program to the chapter at a regular meeting. It may be adopted, revised or rejected by the majority according to regular parliamentary procedure methods. Suggestions for formulating the items or goals in the program of work may be found in other chapter programs, state and national programs and the previous year's program of the chapter.

The program of work should be set up under five main headings as suggested in the official F.F.A. manual, page 34. The headings are: (1) division and activity; (2) committee responsible; (3) goal; (4) ways and means; (5) accomplishments—date completed. The goals need to be stated in a specific manner so the members know exactly what is to be accomplished.

#### Characteristics of Effective Program

A sound program of work centers around several major considerations:

the supervised farming programs of the members, cooperative activities, leadership activities, service activities, and goals to be achieved among members.

In order to be successful the F.F.A. chapter must hasten the interest of each member. This will be done if the program is carefully selected by committees of members that are representative of the chapter. The entire membership of the chapter must be considered. The members should be assigned responsibilities in those activities in which they are most interested.

The program of work should fit into the regular activities of the boys. It must be remembered that the F.F.A. is a boy's organization that the program should fit into their interests and needs, and that the members should be responsible for the organization acting under the guidance of the adviser.

The activities set-up in the program should be such that they are possible of accomplishment. If a job is well-done it creates a sense of pride among those who accomplished it. It is better to increase gradually the scope of the various activities from year to year rather than try to aim too high at the beginning and fail. The members should be taught to plan in an organized way for a long-time program. As a result there will develop a gradual growth in the program from year to year.

Naturally the F.F.A. chapter should serve as the medium for training that will result in the development of the personality of the individual. Each activity should make some contribution to that end and in addition must fit into the community life of the boy.



**A chapter committee at work develops parliamentary procedure abilities.**

The F.F.A. program needs to be built upon sound business methods. Adequate and practical financing is a very important part of the F.F.A. work. Poor management in this respect is bound to result in failure.

#### Function of Committees

The success of an F.F.A. chapter will depend to a great deal on the functioning of the standing and temporary committees. Members must feel a personal responsibility in committee work. This feeling of responsibility will carry over to cooperation. Every member needs to feel that he is a link in the F.F.A. chapter. Practically all of the goals are accomplished through committee work. Committees are made up of 3 or more members and all boys should serve actively on one or more committees.

A regular and definite schedule of committee reports at chapter meetings will reveal how the program is functioning and what needs to be improved. A very important committee is the executive committee which supervises the entire work of the chapter and plans the strategy to get things done. A chart listing the goals to be accomplished with committees and a space for accomplishments serves as a stimulus to get all members to work and to see that the committees get their work completed. Committee members need the assistance and support of the adviser, the school, and their parents to get best possible results. Failures must be

(Continued on Page 118)



**Chapter group project get work accomplished through committees.**

## Studies and Investigations

E. B. KNIGHT

# One teacher, two department combinations

DANIEL J. HAYES, Arkansas State College, Jonesboro\*



Daniel J. Hayes

never been large when compared with the total number of departments of vocational agriculture in existence in the state. The shortage of teachers of vocational agriculture and the desire to keep departments open during 1944-45 brought about an increase from 5 to 13 or 160 per cent in the number of one teacher—two department combinations over 1943-44 figures. During 1944-45, 4.2 per cent of the 309 departments in the state existed as one teacher—two department combinations.

In an effort to determine the success of this arrangement, Professor Roy A. Olney, Agricultural Education, Cornell University, Ithaca, New York, prepared and mailed a questionnaire April 23, 1945 to each of the supervising principals and district school superintendents of the 26 secondary schools whose school at that time cooperated with another school in employing and sharing the services of one teacher of agriculture. Replies were received from 15 of the 41 administrators to whom the questionnaire was mailed. Questionnaires were also prepared and mailed to each teacher of vocational agriculture who taught in the 13 combination school situations during 1944-45. All of the 13 teachers returned the completed questionnaire. These completed questionnaires furnished the data that were used by the writer in the preparation of this article and a mimeographed publication prepared and distributed by the Department of Agricultural Education, Cornell University.

The total years that the two-department combinations have existed ranged from 1 to 11 years and averaged 3.2 years in the 20 combinations in operation since 1932-33. Thirty teachers of vocational agriculture have taught in these 20 combinations of two departments. The average length of teaching service was 2 years per teacher. Only six combinations existed during 1946-47.

\*Formerly graduate assistant, agricultural education, Cornell University.

FROM 1932-33 to 1946-47, twenty combinations of two departments of vocational agriculture in different secondary school situations had been served by one teacher of agriculture in New York state. The number of combinations in any given year has

Eight of the 15 administrators who returned questionnaires, expressed dissatisfaction with the arrangement and indicated a desire to obtain a full-time teacher of vocational agriculture as soon as conditions would permit them to do so. Some of the advantages of the arrangement that were listed by the administrators follow: economical for the board of education, provided small enrollments in vocational agriculture with a teacher, brought the cost of departments of vocational agriculture more nearly in line with other school departments, and provided the teacher with a larger salary. The advantages of the arrangement listed by the administrators were outweighed by such disadvantages as: difficult for the shared teacher to take an active part in school and community affairs, home visits and project supervision are more difficult and less thoroughly done, teacher is not available for individual pupil help, difficulty experienced in scheduling vocational agriculture courses, and teacher loses valuable time driving between schools.

### Center of Teacher Residence

A point of dissension that often arises when the teacher of vocational agriculture is shared between two school centers, is in which center the teacher will reside. It is often believed that the teacher will devote the larger share of his time to the center in which he resides. Eleven of the 13 teachers who taught in two-department combinations resided in one center exclusively. One teacher resided on his farm apart from either center and another teacher owned a home apart from the centers comprising his combination.

Five of the 13 teachers did not begin teaching in the morning at the center in which they resided. In cases where morning classes were taught away from the center where the teacher resided, it necessitated an extra round trip of travel if the teacher returned to the school in which he taught during the morning for supervision of the pupils' farming programs. This arrangement led to a waste of time and resulted in added expense for travel.

### Vocational Agriculture Curriculum

The data obtained from the cooperating teachers of vocational agriculture showed that combinations of two departments of vocational agriculture often resulted in undesirable grouping of class groups or exclusion of training from the vocational agriculture curriculum. The curriculum in many cases was little better than none at all. Only an average of two years of vocational

agriculture was offered in the 26 school situations. Six of the 13 teachers gave instruction in shop or industrial arts in addition to instruction in vocational agriculture. Many undesirable combinations of classes were formed to aid the teacher in giving instruction to as many groups as possible. In some situations such combinations as vocational agriculture II and IV; agriculture I and III and the like were formed. In several instances, the teacher was forced to offer vocational agriculture II, III or IV for only one period which did not devote enough time to meet the needs of boys who were preparing for farming.

### Pupil Enrollment

The total enrollment of pupils taught by teachers of vocational agriculture in the 13 two-department combinations ranged from 27 pupils to 177 pupils or an average of approximately 72 pupils per combination. In general the same lesson planning would not suffice for the pupil enrollment in the two departments because the needs of the pupils in the two departments were not the same. In one department the enrollment only numbered 4 pupils and this made the pupil cost so great that it was impractical.

### Teachers' Salaries

The salaries of teachers of vocational agriculture who taught in two-department combinations were not as attractive as they were often pictured. The median salary for these teachers during 1944-45 was \$2,850 contrasted to a median salary of \$2,500 for teachers who taught in single departments or a difference of \$350. This increase was insignificant when compared with the increased amount of work that the teacher had to perform if he taught in two-department combinations. There was no relation between the total salary of the teacher of vocational agriculture and the enrollment in the two-department combination. The two centers included in the combination did not base their portion of the total salary paid to the teacher of vocational agriculture in every instance on the proportionate part of the total enrollment that was provided instruction by the teacher. Only in three instances did the enrollment seem to influence the portion of the total salary that was paid by each of the centers comprising the combination. In 7 of the 13 combinations, the schools that comprised the combination reimbursed the teacher on a 50-50 basis.

The reimbursement that was made by centers for travel was not granted on an equal basis in the 7 combinations that reimbursed the teacher for travel. In 5 of the 13 two-department combinations, no reimbursement was made to the teacher for travel between centers on regular school days. Only 2 teachers were requested to submit itemized statements of travel prior to receiving payment. There was no relation in the distance between centers and the reimbursement made for travel. Twenty of the 26 schools made no provision for reimbursement for travel between centers during the summer months when school was not in session.

### Trips Between Centers

The number of times per week that the teacher of vocational agriculture made two trips between centers on days that the school was in session ranged from 1 to 10 trips with 6 teachers making only one extra trip per week between the 2 centers. Only 2 teachers made extra trips to supervise the farming programs of pupils. Many of the trips were made to complete functions usually assigned to a teacher of vocational agriculture.

### Classes for Out-of-School Youth and Adults

Four of the 13 teachers did no teaching of classes for young farmers or adult farmers and gave these groups no supervision in the schools comprising the combinations in which they taught. Five teachers taught classes for young farmers or adult farmers in one of the two schools comprising their combination and three teachers taught young farmer or adult farmer classes in each of the two schools comprising their combination.

### Teacher Participation in School and Community Activities

The 13 teachers participated in 19 different school and community activities and an average of 4.3 activities per teacher per year. One teacher participated in no school or community activities because he had farm work to do at home. Teachers participated in Future Farmers of America meetings in only 7 of the 26 schools. Seven of the 13 teachers stated that they experienced difficulty in participating in school and community activities relating specifically to the agriculture program because of lack of time for such participation.

### Teachers Opinions Concerning Two-Department Combinations

Some of the advantages listed by the 13 teachers of the two-department combinations were: cheaper pupil cost, offered opportunity for sharing the equipment in the 2 centers, made it possible to keep departments open, reduced salary cost, broad experience gained by obtaining experience in both schools, offered more pay to the co-operating teacher, and freed the teacher of routine school duties.

Seven of the 13 teachers experienced difficulty in teaching schedules when the time was shorter at one school. Other disadvantages of the arrangement included: no time available for individual supervision, no thorough supervision of the farming programs of the pupils, increased amount of preparation for class work, difficult to find time to prepare for class and other activities, and the teaching load was too heavy. Three teachers experienced too little time for work in the school area, and 2 teachers recognized the arrangement as being successful and satisfactory only as a war measure.

### Conclusion

1. Combinations of two departments of vocational agriculture taught by one teacher was not an effective means of providing training for high school boys who are preparing to farm or meeting the needs of young and adult farmers.

2. Teachers who taught in these com-

bination could not provide the necessary training and experience in assisting high school boys to become successful and efficient farmers.

3. An average of 2 years of tenure in two-department combinations was proof that teachers were not satisfied with this arrangement.

4. Although the extra salary appeared attractive, it ceased to become so after the teacher had served an increased number of hours with additional mileage costs for which often no mileage reimbursement was granted.

5. This arrangement made it necessary for teachers to combine classes of boys with different needs, capacities, abilities, interests, and differences in maturity.

6. An average program of 2 years of instruction in vocational agricultural in two-department combinations did not provide a well-rounded program of instruction for high school youth.

7. The scheduling of classes under this arrangement was very difficult for administrators.

8. Teachers devoted a larger proportion of their time to the center in which they resided and usually participated very little in the school and community activities of the other center. The distance separating the two centers did not make equal participation possible.

9. It was physically impossible for the teacher of vocational agriculture to give effective supervision to the farming programs of his pupils because of the enormous enrollments that comprised two-department combinations.

10. In such an arrangement, teachers of vocational agriculture found it impossible to give adequate assistance and guidance through individual conferences or to become well acquainted with those whom he was attempting to teach.

11. The teacher was forced to spread his efforts so thinly over such a large area that it often resulted in poor teaching in all phases of his work.

12. The old saying, "We get what we pay for," holds true in two-department combinations. Although the lower pupil cost appealed to boards of education, they usually discovered that such a situation provided little better than no instruction in vocational agriculture.

The Madera, California, Young Farmers own and use cooperatively over \$5,000 worth of farm machinery. They saved over \$600 last year by purchasing sulphur cooperatively.

## Evaluating outcomes of instruction in farm machinery

(Continued from Page 114)

| Objectives of Instruction in Farm Machinery Courses in Terms of Outcomes to Achieve   | Some Kinds of Evidences Which Indicate That the Objectives are Being Met  | Methods and Devices for Use in Collecting Evidence Which Will Reveal that the Objectives are Being Achieved   |
|---|---|---|
| V. To develop abilities which will result in meeting the needs of the enrollees in reconditioning their farm machinery and the construction of labor saving equipment | <p>1. The enrollees have all of their farm machinery reconditioned</p> <p>2. The enrollees have constructed the needed labor-saving equipment</p> | <p>1. a. Inventory of farm equipment on the farms of the individual enrollees<br/>b. Inventory of equipment to be reconditioned<br/>c. Record of farm machinery reconditioned including estimates of increased value of equipment due to reconditioning<br/>d. Personal conferences</p> <p>2. a. Record of labor-saving equipment to be constructed<br/>b. Record of equipment constructed<br/>c. Pictures of equipment<br/>d. Personal conferences</p> |

## Developing philosophy of agricultural education

(Continued from Page 99)

more indicative of his real philosophy than is what he has said.

### Avenue of Approach

A teacher cannot be a good leader in rural community without having developed a criterion for judging worthwhileness. All teachers should have some definite convictions, but educational philosophy means more than merely having opinions and prejudices. A possible avenue for developing a sound scale of values may be:

1. Take stock of what you believe and practice.
2. Reduce to written form your real philosophy of agricultural education.
3. Subject your thoughts and actions to critical thinking which involves reflection, interpretation and evaluation.
4. Revise your points of view or frames of reference until they comprehend all phases and are valid, consistent and workable.
5. Revise your list of guiding principles from time to time as needs warrant.
6. Maintain an open mind and delay judgments until all facts are in.

Never before have the services of the teacher of vocational agriculture been so paramount and time so pressing, yet each teacher should inventory his points of view to clarify his thinking. It goes without saying that the adoption of policies, practices, definitions and methods of teaching without subjecting them to a scale of values will eventually lead to a state of chaos. A teacher attempting to serve a community without having developed a sound philosophy is somewhat like shifting sand, he wanders aimlessly in his teaching.

In addition to the development of each teacher's philosophy it is also imperative that a progressive philosophy of general and vocational education continue to develop for upon this philosophy will be founded the fundamental principles upon which will be based the whole educational program of which agricultural education is an integral part.

—George W. Wiegers, Graduate Assistant, University of Missouri.

More than 600,000 pine seedlings were planted last spring by members of F.F.A. chapters of Alabama.

## Conservation camp for Indiana teachers

FRANCIS MURRAY, Purdue University,  
Lafayette, Indiana

For the past three years a conservation education camp has been sponsored by Purdue University and the State Department of Conservation for teachers in Indiana. The annual camp is held at the Versailles State Park and is attended by elementary and high school teachers, including instructors of vocational agriculture.

The enrollees for the combination of recreation and study register for credit which may be applied toward either Bachelors or Masters degrees at Purdue University. H. H. Micheud of the Purdue department of Forestry and Conservation serves as camp director. He is assisted by a corps of visiting instructors from the Middle West.

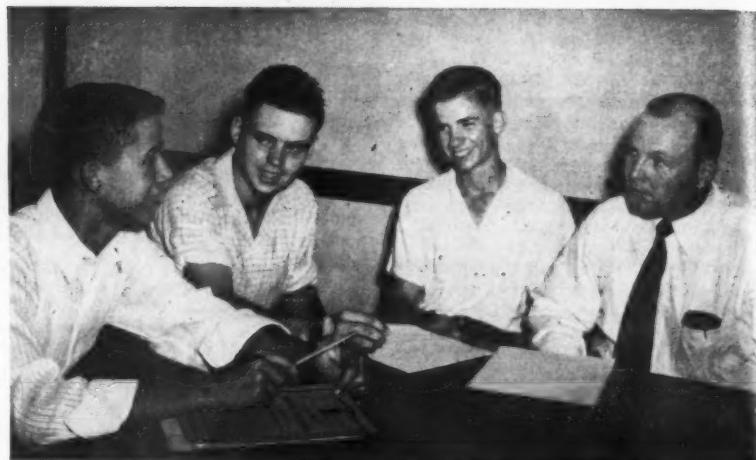
A typical day's routine of the 1948 camp which began at sun up with the breakfast bell included a bird hike, running the "trap-line" (this was part of a survey-census to study animal population in a selected area), and formal classes either in-doors or out-of-doors, beginning at eight o'clock, in such subjects as soil conservation, forestry, entomology, ecology, zoology, and aquatic biology. After lunch the group was assigned either to plot study or field trips. Evening sessions included such activities as the viewing of instructional films, informal discussions led by well-known authorities in their fields and just plain recreation and fun.

The camp began three years ago almost simultaneously with a movement over the state to include conservation education in the curriculum of grade and high school students. At the present time there is no provision for integrating of conservation in classroom work, but the enrollees who have completed this unique nature and conservation course have become aware of the need of conservation education.



These Indiana Teachers of vocational agriculture used improvised equipment for a contour assignment at the Conservation Education Camp. Left to right: Robert Henman, Lawrenceburg; David Dunwoody, Russiaville; Justin Graves, Bloomington; R. W. Gunther, Huntington. Photo by Francis Murray.

## Thrift Banks in Louisiana



Twenty-nine chapters in Louisiana reported having Thrift Banks in operation in 1947-48. Shown above are members and adviser, J. D. Rogers of the Rougon Chapter, discussing the operation of their Thrift Bank. A story regarding the Louisiana Thrift Banks was included in the September issue.

The Redmond, Oregon, Chapter of F.F.A. is operating a 33 acre farm given over to demonstrations of crops, pastures and fertilizer treatments. The work is done by individual boys as their time permits with wages paid from chapter funds.

About 1,800 animals were shown by California F.F.A. members at the second annual Grand National Junior Livestock Show at San Francisco. The classes were judged by the Danish system and there were no grand champions. All exhibits were sold except the dairy cattle.

The Gold Medal rating has been awarded in the National Chapter Contest for three consecutive years to the Neligh, Nebraska, F.F.A. chapter.

Members of the Chiefland Florida chapter set 51,000 pine seedlings this year.

## Developing F.F.A. chapter programs

(Continued from Page 115)

avoided in committee work as far as possible because one failure may lead to another. Sufficient money to carry on the varied activities is essential for successful accomplishment of the program.

### A Successful Program

Finally a chapter's program for any year may be said to be successful if it accomplishes the following results: (1) assists members to become established in farming through a well-planned and balanced supervised farming program; (2) develops rural leadership through participation in the many Future Farmer activities; (3) encourages a cooperative spirit among the members through engaging in group activities; and (4) raises the standards of the community through the influence of the local chapter and its members. An F.F.A. program which makes the community a better place in which to live will surely have been successful.

The Michigan Purebred Sheep Breeders' Association allows a ten per cent discount on all bred ewes purchased by F.F.A. members at the Association's annual sale.

The Tallahassee, Florida, chapter is conducting an 80-acre forestry demonstration with the cooperation of the state forest service and the Internal Improvement Board. Pine seedlings have been planted on 20 acres needing reforestation.

A group of F.F.A. members at Clanton, Alabama, have constructed mailbox stands for use on their rural routes. The stands have portable concrete bases and pipe uprights.

A total of 23 acres of land has been obtained by the board of education at Gervais, Oregon, to be used by the F.F.A. as a school farm.

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| s—supervisors                   | as—assistant supervisors            | rs—regional supervisors       |
| ds—district supervisors         | t—teacher trainers                  | it—itinerant teacher trainers |
| rt—research workers             | Nt—Negro teacher trainers           |                               |
| sm—subject matter specialists   |                                     |                               |

Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.

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rs—H. R. Culver, Auburn  
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as—H. W. Green, Auburn  
js—J. L. Dailey, Montgomery  
t—S. L. Chennault, Auburn  
t—R. W. Montgomery, Auburn  
d—N. D. Bottoms, Auburn  
sns—C. C. Scarborough, Auburn  
Nt—Arthur Floyd, Tuskegee Institute  
Nt—F. T. McQueen, Tuskegee Institute  
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## ARIZONA

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t—W. A. Schafer, Tucson  
  
ARKANSAS

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s—C. B. Wilkey, Little Rock  
as—S. Mitchell, Little Rock  
ds—T. A. White, Monticello  
d—O. J. Seymour, Arkadelphia  
ds—A. Niven, Russellville  
d—V. H. Wohlbach, State College  
t—Roy W. Roberts, Fayetteville  
t—LaVan Showtag, Fayetteville  
Nt—R. Gaines, Pine Bluff

## CALIFORNIA

d—Julian A. McPhee, Sacramento  
ad—Wesley P. Smith, Sacramento  
s—B. J. McMahon, San Luis Obispo  
rs—E. W. Everett, San Jose  
rs—B. R. Dembigh, Los Angeles  
rs—Howard F. Chappell, Sacramento.  
s—A. G. Rini, Fresno  
rs—H. H. Burlingham, Chico  
rs—J. C. Gibson, Los Angeles  
t—S. S. Sutherland, Davis  
sns—Geo. P. Couper, San Luis Obispo  
sns—J. I. Thompson, San Luis Obispo

## COLORADO

d—E. C. Comstock, Denver  
s—A. R. Bunker, Denver  
t—R. W. Canada, Ft. Collins

## CONNECTICUT

d—Emmett O'Brien, Hartford  
s—R. L. Hahn, Hartford  
t—W. Howard Martin, Storrs

## DELAWARE

d—R. W. Heim, Newark  
s—W. L. Mowlds, Dover  
t—Paul M. Hodgen

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d—Colin English, Tallahassee  
s—Harry Wood, Tallahassee  
t—E. W. Garris, Gainesville  
t—W. T. Lofton, Gainesville  
ds—J. G. Smith, Lathrop  
ds—F. L. Northrop, Gainesville  
t—T. L. Barrineau, Jr., Gainesville  
Nt—L. A. Marshall, Tallahassee  
Nt—G. W. Conoly, Tallahassee

## GEORGIA

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s—T. G. Walters, Atlanta  
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ds—C. M. Reed, Carrollton  
ds—J. N. Baker, Swainsboro  
ds—J. H. Mitchell, Athens  
t—John T. Wheeler, Athens  
t—R. H. Tolbert, Athens  
t—G. L. O'Kelly, Athens  
t—A. O. Duncan, Athens  
t—T. D. Brown, Athens  
Ns—Alva Tabor, Fort Valley  
Nt—S. P. Fugate, Fort Valley

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d—W. W. Boers, Honolulu, T. H.  
s—W. H. Coulter, Honolulu, T. H.  
as—Riley Ewing, Honolulu, T. H.  
as—Takumi Kono, Hilo, Hawaii, T. H.  
t—F. E. Armstrong, Honolulu, T. H.

## IDAHO

d—William Kerr, Boise  
s—Stanley S. Richardson, Boise  
as—Ed Lovell, Pocatello  
t—H. A. Wimer, Moscow  
t—Dwight L. Kindisch, Moscow

## ILLINOIS

d—Ernest J. Simon, Springfield  
s—J. E. Hill, Springfield

## MISSISSIPPI

d—H. E. Mauldin, Jr., Jackson  
s—A. P. Fatherree, Jackson  
as—R. H. Fissackerly, Jackson  
ds—E. E. Gross, Hattiesburg  
ds—E. Holmes, Oxford  
ds—V. P. Winstead, State College  
t—V. G. Martin, State College  
t—N. E. Wilson, State College  
t—J. F. Scoggin, State College  
t—O. L. Snowden, State College  
sma—D. W. Skelton, State College  
Nt—A. E. Strain, State College  
Nt—A. D. Fobbs, Alcorn

## MONTANA

d—Ralph Kenck, Bozeman  
s—A. W. Johnson, Bozeman  
as—Arthur B. Ward, Bozeman  
t—R. H. Palmer, Bozeman  
t—H. E. Rodberg, Bozeman

## NEBRASKA

d—G. F. Liebendorfer, Lincoln  
s—L. D. Clements, Lincoln  
as—H. W. Deems, Lincoln  
t—E. H. Bradford, Lincoln  
t—C. C. Minteer, Lincoln

## NEVADA

d—Donald C. Cameron, Carson City  
s—John W. Buntun, Carson City

## NEW HAMPSHIRE

d—Walter M. May, Concord  
s—Earl H. Little, Concord

## NEW JERSEY

d—John A. McCarthy, Trenton  
s—H. O. Sampson, New Brunswick  
s—O. E. Kiser, New Brunswick  
as—W. H. Evans, New Brunswick

## NEW MEXICO

s—L. C. Dalton, State College  
as—Alan Staley, State College  
t—Carl G. Howard, State College

## NEW YORK

d—Oakley Furney, Albany  
d—K. Getman, Albany  
s—R. C. Sutliff, Albany (acting)  
s—W. J. Weaver, Albany

as—W. J. Hatch, Buffalo  
t—Roy A. Olney, Ithaca  
t—E. R. Honkins, Ithaca  
t—W. A. Smith, Ithaca  
t—W. R. Kunsel, Ithaca

## NORTH CAROLINA

d—J. W. Smith, Raleigh  
s—Roy H. Thomas, Raleigh  
as—R. J. Peeler, Raleigh  
ds—E. N. Meekins, Raleigh  
ds—J. M. Osteen, Rockingham  
ds—T. H. Stafford, Asheville  
ds—T. B. Elliott, Woodland  
ds—N. B. Chemsut, Whitewater  
t—Leon E. Cook, Raleigh  
t—L. O. Armstrong, Raleigh  
t—K. Coggan, Raleigh  
t—F. A. Nylund, Raleigh

Nt—B. Simmons, Greensboro  
Nt—C. E. Dean, Greensboro  
Nt—W. T. Johnson, Greensboro

## NORTH DAKOTA

d—A. F. Arnsen, Grand Forks  
st—Ernest L. Delton, Fargo  
as—Winston H. Dolve, Fargo  
t—Shubel D. Owen, Fargo

## OHIO

d—J. R. Strobel, Columbus  
s—Ralph A. Howard, Columbus  
ds—W. G. Weiler, Columbus  
ds—E. O. Bolender, Columbus  
ds—F. J. Ruble, Columbus  
ds—D. R. Purkey, Columbus  
t—W. F. Stewart, Columbus  
t—H. G. Kenenick, Columbus  
t—C. E. Rhoad, Columbus  
t—Ralph E. Bender, Columbus  
t—A. C. Kennedy, Columbus  
rt—Ray Fife, Columbus

## OKLAHOMA

d—J. B. Perky, Stillwater  
as—W. R. Felton, Stillwater  
ds—Byrl Kilian, Stillwater  
ds—Hugh D. Jones, Stillwater  
ds—Cleo A. Collins, Stillwater  
ds—Benton F. Thomason, Stillwater

FFA—Tom Daniel, Stillwater  
t—C. L. Angerer, Stillwater  
t—Don M. Orr, Stillwater  
t—Chris White, Stillwater  
rt—Robert R. Price, Stillwater

Nt—D. C. Jones, Langston

## OREGON

d—O. I. Paulson, Salem  
s—Ralph L. Morgan, Salem  
as—M. C. Buchanan, Salem  
t—H. H. Gibson, Corvallis

## PENNSYLVANIA

d—Paul L. Cressman, Harrisburg  
s—H. C. Fetzer, Harrisburg  
s—V. A. Martin, Harrisburg  
t—Henry S. Brunner, State College  
t—William F. Hall, State College  
t—C. S. Anderson, State College  
t—David R. McClay, State College

FFA—Glen Z. Stevens, State College

## PUERTO RICO

d—Tracy Dale, Jefferson City  
s—C. M. Humphrey, Jefferson City  
ds—J. A. Bailey, Jefferson City  
ds—Joe Moore, Mt. Vernon  
ds—E. G. Early, Lexington  
t—G. F. Ekstrom, Columbia  
t—C. V. Rosler, Columbia

sma—Guy Timmons, East Lansing

## MINNESOTA

d—Harry C. Schmidt, St. Paul  
s—Ray Cochran, St. Paul  
t—A. M. Field, St. Paul  
t—M. J. Peterson, St. Paul

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